

URBAN/MUNICIPAL

CA4 ON HBLW26

A35

JAN 7/92

AGENDAS/MINUTES OF THE
OPERATIONS MANAGEMENT
COMMITTEE OF THE BOARD
OF EDUCATION FOR THE CITY
OF HAMILTON

URBAN/MUNICIPAL

CA4 ON HBL W26

A35

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1992 01 02

TO THE CHAIRMAN AND MEMBERS
OPERATIONS MANAGEMENT COMMITTEE

(Trustees Hill, Allen, Darby, Desmarais, Lowe, Rogers and
Cunningham.)

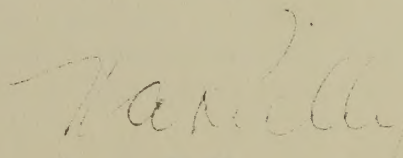
Ladies and Gentlemen:

Please be advised that a Special Meeting of the Operations
Management Committee has been scheduled for Monday, 1992 01 13 at
18:15 hours at the Education Centre.

Attached is an Agenda showing the items to be discussed.

Your attendance is requested.

Yours truly,



K. A. Rielly
Director of Education
and Secretary

rm

Notice sent to all trustees.

A G E N D A

**SPECIAL MEETING OF THE
OPERATIONS MANAGEMENT COMMITTEE**

1992 01 13

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. The City of Hamilton's request to consider a proposal for the creation of a joint use Community Recreation Centre with physical connections to Lake Avenue Public School and St. Joan of Arc Separate School. **Pages 1-5**
2. Presentation by the Home Builders relative to the implementation of an Education Development Charges
3. Survey relative to the French Immersion site



THE CORPORATION OF THE CITY OF HAMILTON

City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4

1991 December 17

DEC 17 1991

The Board of Education
for the City of Hamilton
100 Main Street West
HAMILTON, Ontario
L8P 1H6

Attention: Mr. K. Rielly, Director of Education & Secretary

Dear Sir:

Re: Proposed Recreation Centre - Riverdale West Neighbourhood

In adopting Section 25 of the 13th Report of the Parks & Recreation Committee, City Council on June 25, 1991 endorsed a proposal to place a Community Recreation Centre within the boundaries of the Riverdale West Neighbourhood at the earliest possible moment. Also endorsed, was a proposal to create a joint use recreation centre with physical connections to both Lake Avenue Public School and St. Joan of Arc Separate School. Furthermore, the Director of Property and the Director of Culture and Recreation were authorized to negotiate an agreement relative thereto with The Board of Education for the City of Hamilton and the Hamilton Wentworth Roman Catholic Separate School Board.

I enclose herewith a concept plan prepared by the Architectural Division of the Property Department. You can see the concept visualizes a building straddling the property boundaries of both School Boards. Vehicular access to the site would be via Violet Drive. Physical connections to both School premises from the proposed Community Centre would be provided.

The City is most anxious to pursue this very unique proposal. We believe a recreation centre connected to two schools will encourage greater use of the facility and at the same time because of its proposed location, will maximize the use of public lands and be more cost efficient, all to the benefit of the taxpayer.

You will note a Seniors Drop-In Centre has been sketched on the plan at the north-east corner of the Separate School Board lands. This is only a proposal to that Board. My sense in speaking to Board officials is that the site proposed for the Drop-In Centre will be

1991 December 17
Mr. Keith Rielly
Page 2

unacceptable to the Trustees, for this is the grassed play area for the school. City Staff believe that in the final analysis, the Seniors Drop-In Centre component will be incorporated into the recreation centre, rather than being a free standing building.

The recreation centre proposed for the Riverdale West Neighbourhood is currently in the Capital Budget Program of the City and scheduled to commence in 1994 and finish in 1996. As you are no doubt aware, City Council will soon be intimately involved in Capital Budget deliberations to develop the 1992-1996 program. There is a strong feeling, at least at the staff level, that the project has an excellent chance of going forward at an earlier date. A more definitive position on this issue will be known during the month of February 1992 once Council approves of a new Capital Expenditure Program.

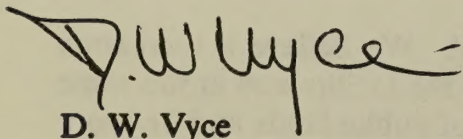
Please accept this correspondence as the City of Hamilton's formal request of The Board of Education to endorse in principle, the creation of a joint use recreation centre with physical connections to Lake Avenue Public School and St. Joan of Arc Separate School.

Assuming your Board concurs with the proposal, and assuming our Council decides to proceed with the project sooner than originally predicted, we can visualize the next steps during 1992 will be to more fully develop a concept for the project, determine the limits of land required, and formalize the arrangements with respect to the use of lands of both Boards.

I would ask that you formally present the City's request to your Board at the earliest possible moment.

We thank you for your keen interest in this matter and look forward to an early response.

Yours very truly,



D. W. Vyce
Director of Property

/dcr

encls.

1991 December 17
Mr. Keith Rielly
Page 3

c.c. Alderman D. Agostino, Alderman, Ward 5

Alderman F. Eisenberger, Alderman, Ward 5

R. Sugden, Director of Culture & Recreation

R. Martiniuk, Manager, Architectural Division

Attention: M. Shah, Senior Project Manager

P. Noé Johnson, City Solicitor

Attention: D. Powers, Manager, Property Law Division

The Board of Education for the City of Hamilton

East Hamilton - Area 3 Office

350 Albright Road

HAMILTON, Ontario

L8K 5J4

Attention: Mr. Richard W. Binns, Superintendent of Schools

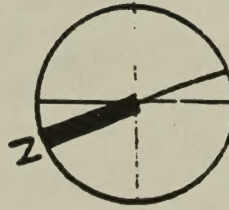
DELAWARE DRIVE

BASIC PRELIMINARY DATA

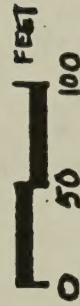
1. COMMUNITY CENTRE... APPROX. 28,000 - 30,000 Sq. ft.
2. PARKING... APPROX. 150 CARS
3. APPROX. LAND... 330' - 0" X 360' - 0" ... 2.75 ACRES.
4. APPROACH TO COMMUNITY CENTRE FROM VIOLET DRIVE.
5. SENIORS DROP-IN CENTRE IS DETACHED AND LOCATED AT NORTH EAST CORNER OF SEPARATE SCHOOL PROPERTY

NOTE:

THE BASIC PRELIMINARY DATA REPRESENTS AN ORDER OF MAGNITUDE CALCULATION ONLY. THERE WILL BE FURTHER CRYSTALLIZATION OF THIS DATA AT THE TIME OF FEASIBILITY STUDY.



SCALE: 1" = 100' - 0"



RIVERDALE-WEST COMMUNITY CENTRE
PRELIMINARY STUDY-SKETCH... 1991 SEPTEMBER 23

ARCHITECTURAL DIVISION
PROPERTY DEPARTMENT
CITY OF HAMILTON

BARLAKE AVENUE

VIOLET DRIVE

LAKE AVENUE NORTH

HOLLYDENE PLACE

SENIORS
DROP IN
CENTRE

EXISTING
PARKING

ST. JOAN OF
ARC SCHOOL

SEPARATE SCHOOL
PROPERTY LINE

OUTDOOR
ACTIVITIES

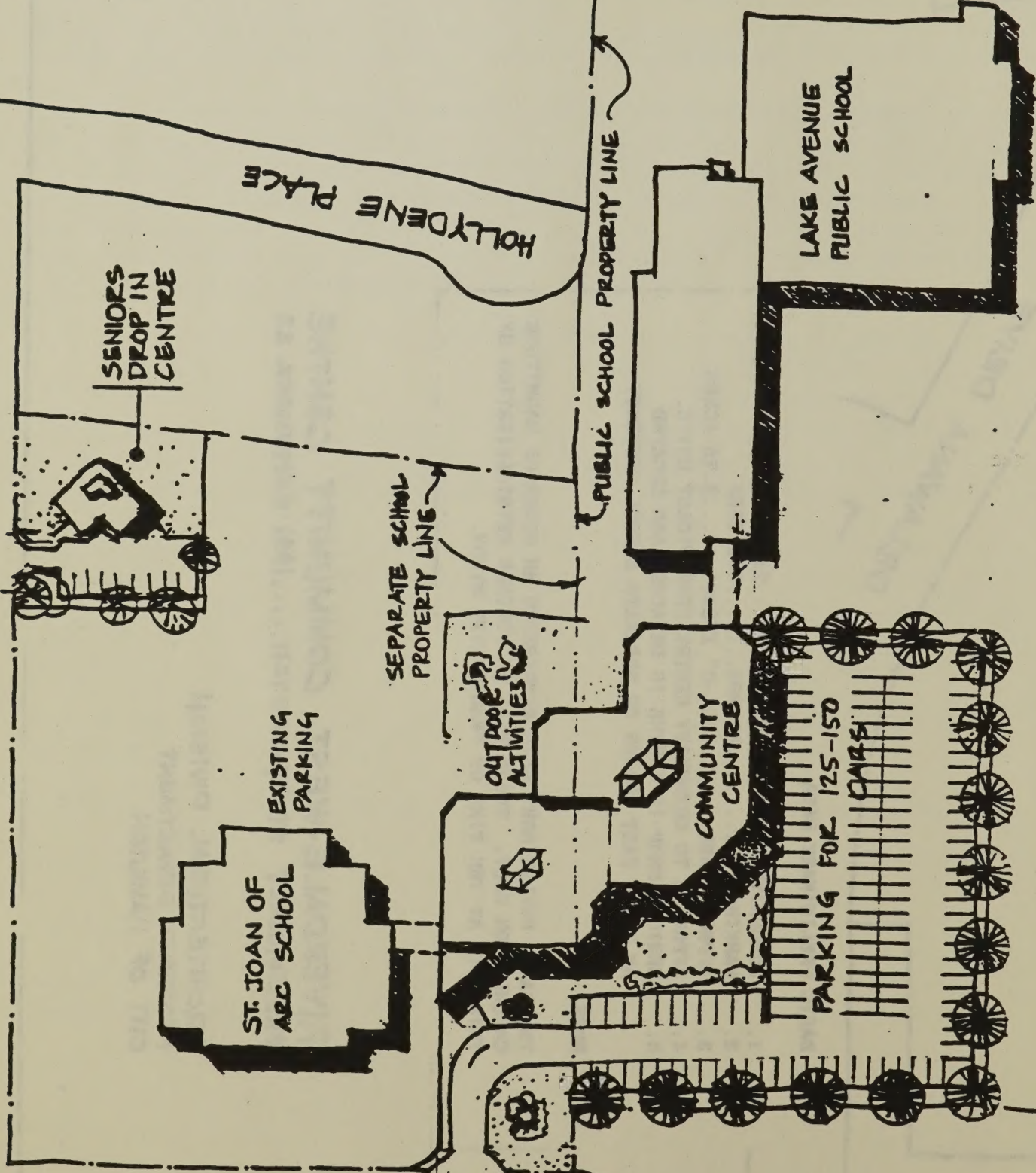
COMMUNITY
CENTRE

PARKING FOR 125-150
CARS

PUBLIC SCHOOL PROPERTY LINE

LAKE AVENUE
PUBLIC SCHOOL

EXISTING
PARKING



CA4 ON HBL W26
A35

1992

Kathryn Deiter, Library,
55 York Blvd.,
Hamilton, Ont. L8R 3K1
(dc, omc, po)

Education Centre
100 Main Street West,
Hamilton, Ontario

1992 01 07

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

At the meeting of the Board on December 17, 1991, trustees requested that the officials gather opinions from parents regarding the selection of an additional location for the secondary French Immersion program.

For the past several weeks, a committee has been working on the design of a questionnaire to be circulated to French Immersion families. This questionnaire is now forwarded to you for your information.

It is the intent of the Research Department to forward sufficient copies of the questionnaire to principals of schools with French Immersion programs for distribution to French Immersion families. Questionnaires are to be returned to the Education Centre through the schools using the Board delivery service.

The attached draft is provided to assist you with Item 3 on the agenda of the special meeting of the Operations Management Committee scheduled for Monday, January 13, 1992.

Recommendation:

That the following action be taken by the Committee:

- 1. That the draft questionnaire be considered and amended as deemed appropriate.**
- 2. That the modified questionnaire be approved for distribution.**

Prepared by: Research Department and Administrative Council

Submitted by: A. Stockwell, Associate Director of Education

Approved by: K. Rielly, Director of Education and Secretary

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Telephone (416) 527-5092
Fax (416) 521-2539



100 ouest, rue Main
Hamilton (Ontario)
Téléphone (416) 527-5092
Fac-similé (416) 521-2539

Director of Education & Secretary

Directeur de l'éducation et secrétaire

January 15, 1992

**TO FAMILIES WITH STUDENTS ATTENDING
FRENCH IMMERSION PROGRAMS
PROVIDED BY THE HAMILTON BOARD OF EDUCATION**

The Hamilton Board of Education has provided French Immersion programs at the elementary level since September, 1975, and at the secondary level since September, 1984. As of September, 1991, the elementary program included seven schools at the kindergarten to grade five level and four schools providing the program for grades six to eight. The secondary program has been offered only at Westdale Secondary School.

Over the past several years, trustees and senior officials have been planning for the provision of an additional secondary French Immersion location. Preparations have included reviews by senior officials and upper city principals as well as a presentation from upper city parents of French Immersion students.

At the Board of Education meeting on December 17, 1991, trustees directed board officials to gather opinions from all families with students attending the French Immersion program regarding the best locations for an additional site for the French Immersion program. As your family has one or more students in this program, your opinions are being requested at this time.

Please take a few minutes to complete the attached questionnaire. You are asked to seal your completed questionnaire in the envelope provided and return it to the school for forwarding to the Research Department at the Board office. The Research Department regards all questionnaires as confidential; no respondent is ever identified in reports based on returned questionnaires. Tabulations of returned questionnaires will begin on February 14, 1991, so you are asked to return your response by that date.

Thank you for your assistance with this project. Your opinions will be very helpful to trustees as they consider the expansion of the secondary French Immersion program for September, 1992.

Margaret Cunningham
Chairman

K. A. Rielly
Director of Education
and Secretary

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

QUESTIONNAIRE REGARDING AN ADDITIONAL LOCATION
FOR A SECONDARY SCHOOL FRENCH IMMERSION PROGRAM

POINTS TO CONSIDER

1. Opinions expressed in this survey by families involved with the French Immersion program will be of assistance in planning for September, 1992, and for longer term planning over the next five years.
2. In order to assist parents with their responses, a map of the city is provided showing the locations of all eleven composite secondary schools operated by the Hamilton Board of Education. It should be noted that this map also divides the city into 98 attendance areas to be used in your response to question one.
3. Some secondary schools in the upper city are now at or above capacity. Placement of the French Immersion program in Barton Secondary School or Hill Park Secondary School would place a major burden on already fully utilized facilities. Forecasts indicate that enrolments for these two schools will increase over the next five years.
4. If the program were to be located at Westmount Secondary School, the French language portion of the program would be provided using the traditional instructional model (similar to the way it is provided at Westdale Secondary School). The English language portion of the program would be provided using the "Westmount 1990" model of instruction (a self-paced learning program).
5. It is believed that, for 1992-93, the French Immersion program at the new location will be at the grade nine level only. Additional years of the program will be added annually.

QUESTIONS BY MEMBERS OF THE COMMITTEE
AND ANSWERS BY THE SECRETARY

QUESTIONS BY MEMBERS

1. The Committee is interested in the progress of the work of the various departments of the Government, and in the results of the various investigations conducted by the various departments of the Government.

2. It is also interested in the progress of the work of the various departments of the Government, and in the results of the various investigations conducted by the various departments of the Government.

3. It is also interested in the progress of the work of the various departments of the Government, and in the results of the various investigations conducted by the various departments of the Government.

4. It is also interested in the progress of the work of the various departments of the Government, and in the results of the various investigations conducted by the various departments of the Government.

5. It is also interested in the progress of the work of the various departments of the Government, and in the results of the various investigations conducted by the various departments of the Government.

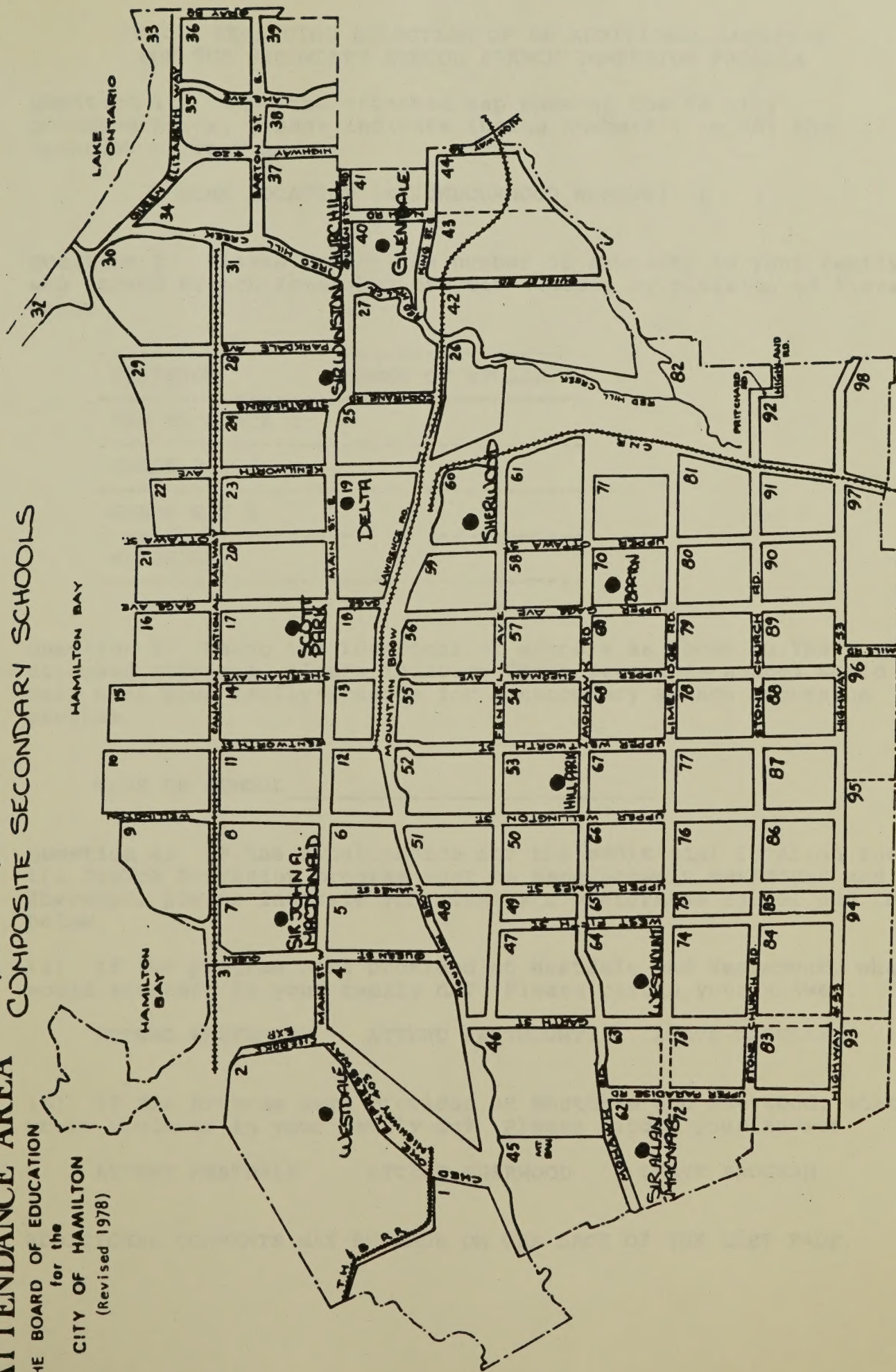
LOCATION OF COMPOSITE SECONDARY SCHOOLS

THE BOARD OF EDUCATION

for the

CITY OF HAMILTON

(Revised 1978)





TO BE USED FOR THE PURPOSES OF THE
FEDERAL BUREAU OF INVESTIGATION

U.S. DEPARTMENT OF JUSTICE
FEDERAL BUREAU OF INVESTIGATION
WASHINGTON, D.C. 20535

SURVEY REGARDING SELECTION OF AN ADDITIONAL LOCATION
FOR THE SECONDARY SCHOOL FRENCH IMMERSION PROGRAM

Question 1: Using the attached map showing the 98 city neighbourhoods, please indicate (using numbers 1 to 98) the location of your home.

HOME LOCATION (NEIGHBOURHOOD NUMBER) []

Question 2: Please report the number of students in your family who attend French Immersion program classes by division as listed below.

DIVISION	NUMBER OF STUDENTS
KGN TO GRADE 2	
GRADE 3,4,5	
GRADE 6,7,8	
SECONDARY	

Question 3: Using the locations of schools as shown on the attached city map, please indicate which secondary school would best meet your family's needs for a secondary French Immersion program.

NAME OF SCHOOL _____

Question 4: If the final choice for the additional location for the French Immersion program must be made between Westmount and Sherwood, please indicate your family's preference in (a) and (b) below.

(a) If the program were provided at Westdale and Westmount, what would students in your family do? Please circle your answer.

ATTEND WESTDALE ATTEND WESTMOUNT LEAVE PROGRAM

(b) If the program were provided at Westdale and Sherwood, what would students in your family do? Please circle your answer.

ATTEND WESTDALE ATTEND SHERWOOD LEAVE PROGRAM

ADDITIONAL COMMENTS MAY BE MADE ON THE BACK OF THE LAST PAGE.

QUESTIONS: Please answer the following questions in the space provided below.

Question 1: Please indicate the number of students in your family who attended the program (Please indicate if the number is 1 or 2).

NAME: _____

Question 2: Please indicate the number of students in your family who attended the program (Please indicate if the number is 1 or 2).

NAME	ATTENDANCE
NAME 1	ATTENDANCE
NAME 2	ATTENDANCE
NAME 3	ATTENDANCE
NAME 4	ATTENDANCE
NAME 5	ATTENDANCE
NAME 6	ATTENDANCE
NAME 7	ATTENDANCE
NAME 8	ATTENDANCE
NAME 9	ATTENDANCE
NAME 10	ATTENDANCE

Question 3: Please indicate the number of students in your family who attended the program (Please indicate if the number is 1 or 2).

NAME OF STUDENT: _____

Question 4: If the student who attended the program is a member of your family, please indicate the number of students in your family who attended the program (Please indicate if the number is 1 or 2).

(a) If the student who attended the program is a member of your family, please indicate the number of students in your family who attended the program (Please indicate if the number is 1 or 2).

NAME: _____

(b) If the student who attended the program is a member of your family, please indicate the number of students in your family who attended the program (Please indicate if the number is 1 or 2).

NAME: _____

ADDITIONAL COMMENTS MAY BE MADE ON THE BACK OF THE LAST PAGE.

A G E N D A
ATIONS MANAGEMENT COMMITTEE
1992 01 07

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Umbrella Articulation Agreement with Mohawk College

Pages 1-9

NEW BUSINESS:

1. Report on Integrated Information System (IIS) Strategic Plan
Please refer to pages 47 to 51 in your December Agenda package, plus separate attached booklet
2. Hamilton Interscholastic Athletic Council Risk Management Policy
Please refer to pages 52 to 99 in your December Agenda package
3. Hamilton Interscholastic Athletic Council Constitution Amendments
Please refer to pages 100 to 140 in your December Agenda package
4. Resolution from the Wentworth County Board of Education re definition of the "school day" (referred from November Board)
Please refer to pages 141 to 143 in your December Agenda package
5. Resolution from the Dryden Board of Education re the diminishing of local board autonomy in policy formulation (referred from November Board)
Please refer to pages 144 to 148 in your December Agenda package
6. Report of the Special Education Advisory Committee
Please refer to page 149 in your December Agenda package

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Magnet Schools (tabled at the November OMC meeting)
Please refer to report in your November Agenda package

NEW BUSINESS:

1. Recommendations of the Director of Education
2. Report on the Evaluation of Writing to Read Program
Please refer to report in your December Agenda package

Page 10

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1992 01 07

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: Proposed Articulation Agreement with Mohawk College

At the January, 1991, meeting of the Operations Management Committee, it was passed "that the Director investigate the development of an umbrella articulation agreement between the Hamilton Board of Education and Mohawk College, and that such an agreement, if reached, be brought to the Operations Committee of the Board for approval."

Attached is a copy of that proposed agreement, "Connecting... A Link to the Future", dated December 1, 1991.

The purpose of such an agreement is to improve the retention rates of students at both secondary and college levels and encourage more students to enter college programs. This would be done largely by helping secondary students gain a greater awareness of, and preparation for post-secondary opportunities, and by seeking ways to link curricula and to address areas of over-lap and deficiency in that linkage.

Under this "umbrella" agreement, there will be developed more specific agreements which would link particular program areas and/or schools with the program at Mohawk. These second-level agreements would be approved and monitored by a joint steering committee with Mohawk, as set out in the attached document.

This proposed agreement has been developed by a small work team with principal, Guidance Department, and subject co-ordinator representation... and working in consultation with senior Mohawk officials. As part of our own vetting process it has been reviewed by a representative group of secondary principals and area supervisors.

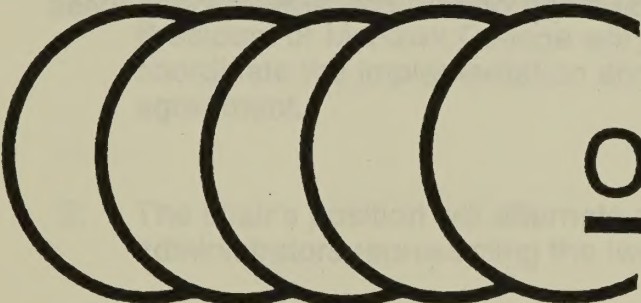
RECOMMENDATION:

That the attached agreement be approved, at no cost to the Board.

Prepared by: Bob Harkness, Business Education Co-ordinator

Submitted by: Darrel Skidmore, Superintendent of Program

Approved by: Keith A. Rielly, Director of Education and Secretary



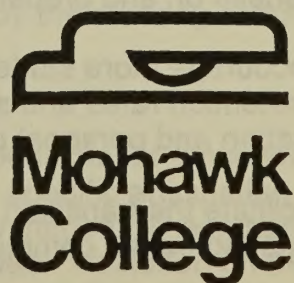
onnecting

... a link to the future



**BOARD OF EDUCATION
FOR THE CITY OF HAMILTON**

and



AN ARTICULATION AGREEMENT

December 1, 1991

preamble...

This articulation agreement between the Hamilton Board of Education and Mohawk College is designed to enhance opportunities for success as students make the transition from secondary school to college.

It is increasingly important, in today's rapidly changing world, that students be encouraged to continue their education, that they become more aware of possible career options, and that they make appropriate preparation for success in college programs.

objectives...

In order to achieve these intentions, our objectives are as follows:

1. To encourage students, particularly those taking general level courses, to complete their secondary education by providing them with a greater awareness of, and preparation for post-secondary opportunities.
2. To encourage more students to enter college programs, and to improve their retention rates and success levels through enhanced student motivation and personal preparation for college education.
3. To facilitate the transition of students from secondary to college levels through increased communication and interaction between the two levels.

program components...

To meet the objectives of this agreement, the Hamilton Board of Education and Mohawk College agree to the following:

1. The Director of Education for the Hamilton Board of Education and the President of Mohawk College will jointly appoint a steering committee to coordinate the implementation and maintenance of this articulation agreement.
2. The chair's position will alternate annually between the senior administrators representing the two institutions on this committee.
3. The steering committee will be responsible for directing the development of specific program articulation agreements, through the formation of program articulation planning teams, and for guiding and monitoring their progress.
4. A representative of each planning team will serve on the steering committee, with consideration given so that each institution receives relatively equal participation on the steering committee.
5. The planning teams will be composed of members of the Hamilton Board of Education including appropriate secondary schools, and Mohawk College. A planning team may be initiated by the steering committee or members of the participating institutions.
6. Each articulation planning team will be responsible for developing, documenting, implementing and evaluating specific articulation agreements as approved by the steering committee. These agreements would be co-signed by a representative of each institution on the planning team, and by the senior administrator on the steering committee from each institution .

7. Specific program articulation agreements are expected to include:
 - (a) Objectives to be achieved by the agreement.
 - (b) Areas of co-operation such as:
 1. Curriculum development and co-ordination
 2. Career development for students
 3. Professional development for faculty
 4. Course enrichment opportunities
 5. Advanced standing college credit
 6. Preferred entry to college programs
 7. Resource sharing
 8. Educational research and data gathering
 9. Program offerings to meet the needs of business and the community
 - (c) Time frame for implementation of each initiative.
 - (d) Provision for monitoring the agreement's effectiveness.
8. The steering committee and planning committees will be responsible for ensuring communication about the agreements between and within each institution, and with students, parents and the outside community as appropriate.
9. Within a period not extending more than two years from its signing date, this articulation agreement will be reviewed and modified where appropriate.

the Hamilton-Mohawk connection...

The Hamilton Board of Education and Mohawk College of Applied Arts and Technology, in our mutual commitment to student success, have established this articulation agreement. Through co-operative ventures among our staffs, the purpose of this agreement is to maximize the opportunities for all students to achieve personal and professional success throughout their secondary and post-secondary education.

Signed:

Margaret A. Cunningham,
Chairman of the Board,
The Board of Education
for the City of Hamilton

Phyllis Montgomery,
Chair of the Board,
Mohawk College
of Applied Arts and Technology

Keith A. Rielly,
Director,
The Board of Education
for the City of Hamilton

Keith L. McIntyre,
President,
Mohawk College
of Applied Arts and Technology

Dated: _____

APPENDIX

steering committee format...

Following are suggestions for the composition and role of this committee:

1. Administration representatives from the college might include a Vice-President, an appropriate Dean, and the Registrar.

Administration representatives from the school board might include an appropriate Superintendent, a Secondary School Principal, and a Guidance Co-ordinator or Department Head.

In addition there would be a representative from each active articulation planning committee, so chosen that steering committee representation will be approximately equal from each institution.

2. The chair's position should alternate annually between the senior administrators from each institution.
3. The steering committee serves, in addition to its guiding and monitoring role, as a stimulator and catalyst for the activities of the planning teams. This influence may be felt by requiring every planning committee to report on its progress at each steering committee meeting.

For these functions, the steering committee may need to meet only twice per year.

4. Agenda items for the steering committee might include:
 - Progress reports from each planning team.
 - Guidance and helpful suggestions?
 - Review and evaluative focus?
 - Implications for other areas?
 - Consideration of potential program areas which could benefit from articulation planning.
 - Common issues and concerns which cross committee lines.

APPENDIX

monitoring and evaluation strategies...

It is expected that an evaluation component will be built into every articulation agreement.

Both the steering committee and the planning committees may therefore wish to consider use of the following strategies to monitor the effectiveness of their program(s):

1. Gathering data which would reflect:
 - numbers of students pursuing articulated programs
 - student retention/attrition
 - student success/grades
2. Staff and student assessments of the project.
3. Student and graduate perspectives on sources of career and course information, and the ease of transition.
4. Employer perspectives on graduate preparedness.
5. Effectiveness and efficiency of resource utilization.

APPENDIX

areas of co-operation...

Without attempting to be limiting, following are a variety of possible co-operative ventures which might be considered by articulation planning teams:

1. Identification of specific Grade 10, 11 and 12 courses as the best preparation for particular college programs.
2. Identification of critical skills and performance levels needed for success in specific college programs.
3. Exchange of course outlines with a view to providing an effective continuum from one level to the next, and to reducing areas of overlap and deficiency.
4. Where there is equivalency between secondary school and college courses, examining opportunities for preferred entry or advanced standing college credit.
5. Sharing of information on teaching and evaluation methodologies.
6. Promoting awareness of college programs and careers to students, parents and secondary school staffs.
7. Increasing the effective use of staff, resources and facilities through some forms of sharing, exchange, or interlocking of programs.
8. Studies conducted of student retention and success rates to reflect the effectiveness of articulation strategies.
9. College faculty involvement in secondary school curriculum review.
10. Joint professional development workshops and seminars.
11. Representation of both institutions on program advisory committees.
12. Joint examination of issues in students' literacy and numeracy.
13. Periodic exchange of teachers and guidance counsellors.
14. College provision of enrichment activities for secondary students.
15. Opportunities for secondary students to audit college classes for awareness purposes.
16. Partnerships in co-operative education programs.
17. Expanding and co-ordinating second semester entry to college programs.

Education Centre,
100 Main Street West
Hamilton, Ontario
1992 01 07

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendation for your approval:

(a) That the following trips requests be approved:

- (i) Elizabeth Bagshaw, Grades 6-8, Mount St. Louis, 1992 02 14 (Friday)
- (ii) Lawfield, Grades 6-7, Outdoor Education, Camp Wanakita, 1992 02 16-19 (Sunday to Wednesday)
- (iii) Delta, Sir Winston Churchill, Grades 11-OAC, China, 1992 03 07-20 (Saturday to Friday)
- (iv) Scott Park, Grades 10-OAC, Concert Band, West Sussex/ London, England, 1992 04 15-23 (Wednesday to Thursday)
- (v) Sherwood, Grade 12 History, Paris-London, 1992 03 13-22 (Friday to Sunday)
- (vi) Sherwood, Grades 9-OAC, Music Festival, Boston, 1992 04 24-27 (Friday to Monday)
- (vii) Westdale, Grade 9, Ellicotville, N.Y., 1992 01 30 (Thursday)

Respectfully submitted,

K. A. Rielly
Director of Education
and Secretary

URBAN/MUNICIPAL
CA4 ON HBL W26
A36

A G E N D A
OPERATIONS MANAGEMENT COMMITTEE
1992 02 11

Confirmation of the minutes of 1991 12 10 and 1992 01 07 meetings and special meeting of 1992 01 13.

Dec 10

Jan 7

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Annual Report of the Environmental Policy - Pages 1 to 3
2. Tri-Board Communication - joint initiatives

NEW BUSINESS:

1. Budget Review Meeting Dates - Page 6
2. National Teacher Appreciation Week - requested by Trustee Hill
3. School Closures in Inclement Weather - requested by Trustee Orban
4. Safe School Task Force - Pages 4 and 5
- request from the Ontario Secondary School Teachers' Federation
5. Report of the Special Education Advisory Committee - Page 7

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Westmount 1990 - requested by Trustee Rodgerson

NEW BUSINESS:

1. Recommendations of the Director of Education - Pages 8 and 8A

URBAN MUNICIPAL

FEB 20 1992

GOV. DOCUMENTS

Mr. T. J. O'Brien
 Vice President
 Human Resources
 1000 ...
 1000 ...

The ...
 ...
 ...
 ...

ANNUAL REPORT OF THE ENVIRONMENTAL POLICY

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

(b) That the following trip request be added to clause (a):

(xv) Sir Allan MacNab, Grades 9-OAC, London, Austria, 1992 03 11-23 (Wednesday to Monday)

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...

The ...

3. UPDATES

...

...

...

ALTO RECONSTRUCTION

ELABORATE AND DETAILED

(a) For the purpose of reconstruction, the following information is required:

(b) The following information is required for the purpose of reconstruction:

1992 02 11

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

FIRST ANNUAL REPORT OF THE ENVIRONMENTAL POLICY

THE ENVIRONMENT - EVERYBODY'S JOB

A. POLICY

Through our Environment/Outdoor Education Consultant we have been kept aware of the goals and policies of the Ministry of the Environment. All generators of waste are included. School Boards will be required to meet certain regulatory measures to reduce waste to landfill. The target date at this time is into 1993. The goal of the Ministry is a 25% reduction of waste going to disposal in 1992 and a 50% reduction by the year 2000. **Ministry of the Environment Policy emphasizes waste management in the following order of priority: 1.) reduce 2.) reuse 3.) recycle .**

Our Board Policy supports and promotes practices and programs which are compatible with a healthier, less polluted and sustainable environment in six specific ways:

- 1.) site based projects
- 2.) role models at all levels
- 3.) cooperating with organizations
- 4.) being accountable through an annual review
- 5.) eliminating practices which are inconsistent with the goal of this policy
- 6.) educational programs for students

This First Annual Report will update the interim report from May 1991, provide some statistical information to show progress toward our Policy and signal future developments in the Environment Field.

B. UPDATE

Since May activities and initiatives at the grass roots have continued. Eco Net the Hamilton Board of Education Newsletter was released. Cooperation and liaison with other groups and organizations committed to the Environment has continued and programs for classroom use have been made available.

Board staff have met with representatives of the Fire Department and Third Sector Recycling to further explore ways to carry out recycling of paper in a more standardized, cost effective way in order to ensure safe measures. Board staff in several Departments are involved in an Enviro Workgroup to try to overcome the operational problems of recycling paper. We are hopeful that by the close of this school year our problems in most sites will be worked out.

Schools and other sites have continued to have Environment Reps and each Area has an Area Rep. Our Environment Consultant has started to meet with Area Reps to communicate the goals of our Policy. The goals are also being reaffirmed through the Enviro Workgroup of interdepartmental staff.

C. SOME STATISTICS TOWARDS OUR POLICY IMPLEMENTATION**PAPER USAGE 1989, 1990, 1991**

Class Papers: (each sheet)			
	<u>1989</u>	<u>1990</u>	<u>1991</u>
Bond & Bristol	860,000	970,000	879,350
Construction	960,000	950,000	902,850
Cutting & drawing	1,123,000	700,000	648,600
Foolscap & Newsprint	4,284,000	4,065,000	3,647,400
Work & Refills	2,674,000	2,730,000	1,801,560
Tissue & Workbooks	1,691,250	4,370,000	4,290,000
Subtotals	11,592,250	13,785,000	12,169,760
Photocopier	30,264,000	33,874,000	46,014,000
Totals	41,856,250	47,659,000	58,183,760

Examining current levels of paper usage along with photocopier paper usage provides a basis for establishing a future target. The overall picture from 1989 while showing some reductions shows an increase of 13% from 89 to 90 and an increase of 22 % from 90 to 91. During the Fall, Area Reps surveyed schools to compile suggestions for reduction and reuse. Applying these suggestions within the context of a target should help our System begin to achieve greater progress towards our environmental goals. A target of a 10% reduction in paper usage over the 1992 year is a target to challenge our System. At 1991 prices \$64,000 would be saved. To accomplish this goal the Enviro Workgroup is planning to organize a paper inventory day in order to have all schools, areas, departments audit existing levels of paper and carefully monitor usage over the next 12 months in order to reach the goal of reduction.

REDUCTION OF PAPER WASTE TO LANDEILL

Through the use of blue barrels at the Education Centre and at some of our school sites 313 barrels of paper have been recycled. This translates into 31,000 kg. or 690 trees. We estimate that this figure is at least doubled when sites that are taking paper directly to paper depots is factored in.

OTHER CONSUMPTION LEVELS

This report has not included other levels of consumption. Over the course of this year as the interdepartmental Workgroup examines issues related to the Environmental Policy other consumption levels will be looked at in the same way we have been focussing on paper. Individual Departments may include environmental items related to their particular operation as reports throughout the year are brought to the Board. Further examination of this is required.

In regards to classrooms, health regulations stipulate that 70° F. be the temperature.

D. FUTURE DEVELOPMENTS

The topic of healthy schools is likely to take on more significance within the Environment. Similar to "sick building" research, with which many are familiar, studies are reporting links between what children are sensitive to and learning tendencies and behaviors. Creating what are referred to as environmentally clean classrooms (special air filtration systems, full spectrum lighting, non toxic materials) has enabled certain students to learn with very little intervention. Representatives from our Board who participated in a Healthy School Conference returned with enthusiasm about these ideas.

As work has progressed over the past year it has become more evident that the way we work will slowly change. Waste management practices will have to change significantly in order to be in line with impending regulations. Old consumer habits will be replaced with new habits of conservation. Institutional Audit Reports will be required. More and more source separation of waste materials on site will be necessary. The way each one of us "manage" garbage (waste) in the course of our daily work will need to adjust. The Interdepartmental Enviro Workgroup is starting to examine these matters as it continues to deal with the operational processes of paper management. Plans are being considered to sponsor an employee forum to raise levels of understanding about the environment in the workplace and to foster discussion about ways to change work to be environmentally supportive. The Environment is Everybody's Job !

In terms of advancing our Environmental Policy, work in the next 12 to 18 months will be to:

1. continue to plan to be able to respond to regulatory expectations and integrate operational processes across the System
2. raise the level of awareness and acceptance of all Board Personnel
3. examine new environmental issues as they relate to program for students.

RECOMMENDATIONS:

- 1.) That a 10 % reduction in paper usage be adopted as a major goal for our System.
- 2.) That in 1992 expenditures for paper not exceed the 1991 level.
- 3.) That within budget guidelines, approved recycled products, when available, be purchased.

Prepared by: J. Nichol - Environment-Outdoor Education Consultant
 - Environment Workgroup
 P. Gillie - Superintendent of Schools

Submitted by: P. Gillie - Superintendent of Schools

Approved by: K. Rielly - Director and Secretary

Ontario Secondary School Teachers' Federation
Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario

January 27, 1992

K. A. Rielly,
 Director,
 Hamilton Board of Education,
 Box 558,
 Hamilton,
 Ontario
 L8N 3L1

Dear Keith:

I know that members of the Hamilton Board are appreciative of the importance of a cooperative effort to maintain and enhance a safe environment in the schools of Hamilton.

The Safe School Task Force has had significant assistance in funding a full-time Coordinator for the year 1991-92. That Coordinator has been able to broaden the membership base of the Task Force, fulfill a very large number of speaking engagements, enhance the public profile of the Task Force, and work closely with Task Force members on practical initiatives which will be of benefit to us all.

We have to look ahead now to 1992/93. Continued full-time coordination of the Safe School Task Force is essential, particularly as initiatives begun this year should be bearing fruit next year. Without the attention of a full-time Coordinator, some of these initiatives may lapse simply because no one has enough time to devote to them.

I am aware that you are beginning the process of preparing your budget for 1992/93. I am requesting that you include in that budget an amount of money to assist in maintaining full-time coordination for 1992/93. Our target is \$136,000 for that Coordinator. The breakdown is as follows:

Salary for Coordinator	\$ 70,000.00
Benefits	15,000.00
Support Services (travel/mailings/meeting costs/etc.)	15,000.00
Salary for Secretary	36,000.00

Total	\$136,000.00
	=====

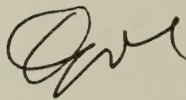
.../

[2]

My hope is that your Board will become involved in the Task Force and assist in sharing the financial load. In that way, it will not bear too heavily on any one of us. If you wish some specific detail with regard to the Task Force, I would ask you to contact the Coordinator, Stu Auty, at this office.

Thank you again for your leadership and commitment. I know that you will do your best to help us in maintaining a full-time Coordinator for the Safe School Task Force.

Yours truly,



*David M. Eaton
General Secretary*

Education Centre.
100 Main Street West.
Hamilton, Ontario
1992 02 11

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE : BUDGET REVIEW MEETING DATES

The tentative dates to review the 1992 Estimates are as follows :

March 30, 1992	Budget Review Committee
March 31, 1992	French Language Section Budget Review
April 1, 1992	Budget Review Committee
April 6, 1992	Budget Review Committee
April 8, 1992	Budget Review Committee
	French Language Section Budget Review
	Special Board.

The details of the General Legislative Grants are expected to be released by mid March.

On April 13, 1992 our levy requirements are to be submitted to Mr. J.D. Thompson, Secretary, Finance and Administration Committee at City Hall and presented to City Council on April 28, 1992.

The format for presentation this year will be similar to last year. Our review will focus on an executive summary which highlights the year to year changes in the budget as opposed to a detailed review of each classification of revenue and expenditure. The Summary of Financial Information (binder) will include financial details by economic classification as in past years.

RECOMMENDATION:

That the Budget Review Meeting Dates be received for information.

Prepared by : Lucy Veerman, Budget Manager

Submitted by : Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by : K.A. Rielly, Director of Education and Secretary

MEMORANDUM

TO: The President

FROM: The Vice President

SUBJECT: [Illegible]

The purpose of this memorandum is to inform you of the results of the recent meeting of the [Illegible] Committee. The committee has recommended that the [Illegible] be [Illegible] and that the [Illegible] be [Illegible].

The committee also recommended that the [Illegible] be [Illegible] and that the [Illegible] be [Illegible].

Very respectfully,
[Illegible Signature]

RE: [Illegible]

The following table shows the results of the [Illegible] survey.

Category	Percentage
Category 1	45%
Category 2	35%
Category 3	20%
Category 4	10%
Category 5	5%

The results of the survey indicate that the majority of respondents are in favor of the [Illegible] and that the [Illegible] is supported by a large majority of the [Illegible].

The survey also indicates that the [Illegible] is supported by a large majority of the [Illegible].

RECOMMENDATION

It is recommended that the [Illegible] be [Illegible] and that the [Illegible] be [Illegible].

[Illegible]

Respectfully,
[Illegible Signature]

Approved by: [Illegible Signature]

Approved by: [Illegible Signature]

**REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE**

Present: Mrs. F. Oommen (Chairman); Trustees Bishop, Patenaude, Stewart and Wilson; Mmes. Dalziel, Dennis, Howard, Krueger, Riis-Culver, Schram and Trott; Messrs. Adamson and Parks; Dr. Toby.

Also

Present: Trustee Mulholland.
Mr. D. Maddocks (Hamilton Principals' Association)
Mr. A. Mutart (Hamilton Teachers' Federation)
Mr. J. Sims (Hamilton Secondary School Principals' Council)

Officials

Present: Miss E. Bond (Superintendent of Program)
Mr. R. Adams (Co-ordinator, Special Education)

The Committee recommends:

GENERAL

1. That the Report re Psychological Profiles and Student Placement be received for information.

Respectfully submitted,

F. Oommen
Chairman

Meeting Room
1992 01 15

(Please refer to copy of this report attached to the 1992 01
15 SEAC Agenda or 1991 12 05 Development Agenda)

REPORT OF THE
SPECIAL EDUCATION AGENCY

Presented to the Board of Education by the Special Education Agency, 1962-63
Submitted by: Mr. J. W. Carson, Director of Special Education
and Mr. J. W. Carson, Director of Special Education

Also Present: Mr. J. W. Carson, Director of Special Education
Mr. J. W. Carson, Director of Special Education
Mr. J. W. Carson, Director of Special Education
Mr. J. W. Carson, Director of Special Education

Official Present: Mr. J. W. Carson, Director of Special Education
Mr. J. W. Carson, Director of Special Education

The Committee recommends:

RECOMMENDATIONS

1. That the Board be requested to approve and submit to the
Board for its consideration

Respectfully submitted,

J. W. Carson
Director

Meeting Room
1962-63

(Please refer to copy of this report submitted to the Board
in Special Agenda of 1962-63 as Development Agenda)

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1992 02 11

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That the following trip requests be approved:
 - (i) Dalewood, Grades 6-8, Horseshoe Valley, 1992 02 25 (Tuesday)
 - (ii) Elizabeth Bagshaw, Grades 6-8, Quebec City, 1992 05 12-15 (Tuesday to Friday)
 - (iii) Hampton Heights, Grades 7-8, School Band Concerts and Outdoor Education, Barrie - Assikanack and Mount St. Louis, 1992 02 25-26 (Tuesday to Wednesday)
 - (iv) Lake Avenue, Grades 7-8, Quebec City, 1992 05 05-08 (Tuesday to Friday)
 - (v) Memorial, Grades 6-8, Outdoor Education, Camp Wanakita, 1992 06 10-13 (Wednesday to Saturday)
 - (vi) Viscount Montgomery, Grades 7-8, Horseshoe Resort, 1992 03 03 (Tuesday)
 - (vii) W. H. Ballard, Grades 6-7, Sudbury, 1992 05 27-29 (Wednesday to Friday)
 - (viii) W. H. Ballard, Grade 8, Ottawa, 1992 05 29-06 01 (Friday to Monday)
 - (ix) Westview, Grade 8, Quebec City, 1992 05 05-08 (Tuesday to Friday)
 - (x) Westview, Grade 7, Outdoor Education, Laurentian Lodge, 1992 06 09-12 (Tuesday to Friday)
 - (xi) Barton, Grade 9-Adult, Stratford, 1992 05 07 (Thursday)
 - (xii) Glendale, Grade 9-OAC Music, Norfolk, Virginia, USA, 1992 04 29-05 03 (Wednesday to Sunday)
 - (xiii) Hill Park, Sir Winston Churchill, Westdale, TR, Ottawa, 1992 05 04-06 (Monday to Wednesday)
 - (xiv) Sherwood, Grades 9-OAC, Stratford, 1992 05 20 (Wednesday)

Respectfully submitted,
K. A. Rielly,
Director of Education
and Secretary

Confirmation of the minutes of 1992 02 11 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re Education Development Charges (Lot Levies) - **Pages 1 and 2**
2. Survey results re French Immersion Program in a Secondary School
- **Pages 3 to 57**

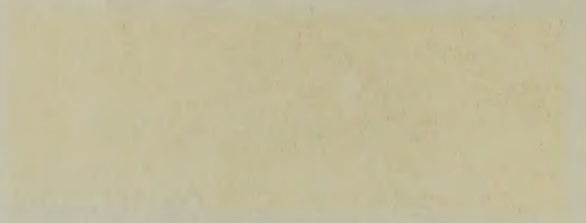
NEW BUSINESS:

1. Provincial Mathematics Reviews - **Page 58 plus 3 Provincial Mathematics Report Cards**
2. Adult and Continuing Education Annual Report 1992 - **Pages 59 to 71**
3. Safety in Schools with regard to Equipment and On-site Management
(requested by Trustee Orban)
4. Conflict of Interest (requested by Trustee Cunningham)
5. Report of the Transportation Committee - **Page 72**
6. Report of the Special Education Advisory Committee - **Page 73**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 74**
2. Presentation regarding Community Schools - Doors of Friendship and North Central Community School Association **Please see separate attached document**
3. Preliminary Review of Middle School Program - **Pages 75 to 77**
4. Re-Opening of Highview Middle School - **Pages 78 to 81**



*Board of Education,
100 Main Street West,
Hamilton, Ontario,
1992 03 10.*

**TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Hamilton, Ontario.**

Ladies and Gentlemen:

RE: EDUCATION DEVELOPMENT CHARGES (LOT LEVIES)

In March, 1990, the Board authorized the officials to form a consortium with the Wentworth County Board of Education and the Hamilton-Wentworth Roman Catholic Separate School Board to consider the implications of introducing Education Development Charges. Such charges would be levied against new residential, industrial and commercial development to partially fund ministry approved, growth-related capital projects.

In September, 1990, the consortium agreed to conduct a study of the implications of implementing Development Charges and engaged the firm of Coopers & Lybrand to provide consultative services at a cost of \$62,000.

At the conclusion of that phase of the study in October, 1991, the consultants appeared before the committee to present their findings. In summary, they were:

- . a projected growth of 3,358 housing units will lead to 2,083 new students which will require 434 additional pupil places according to Ministry formula*
- . assuming construction costs of \$3.5 million for 434 pupil places and provincial grants of 57%, Development Charges would generate \$1.5 million*
- . Development Charges would be \$364 for each new residential unit and .08% of the permit value for commercial/industrial projects.*

At the conclusion of that meeting, it was agreed that the consultant's report would be received for information, that the consortium would meet with the homebuilders' association to discuss the consultant's findings and that recommendations regarding implementation would be presented at a future meeting.

In January, 1992, a representative of the Hamilton-Halton Home Builders' Association made a presentation to the committee to express their opposition to this method of financing school construction.

The next phase of this project is to consider implementation. The process would involve:

- . the preparation of a draft by-law*
- . an information meeting(s) with developers*
- . adoption of a resolution by the Board*
- . approval of the analytical data and draft by-law by the Ministry, including revisions where necessary*
- . a public meeting(s) with the Board*
- . adoption of the draft by-law, as amended, by the Board*
- . attendance at the Ontario Municipal Board, if notice of appeal is filed*
- . attendance at a judicial review in the event application is commenced.*

The consortium cost of this phase for the continued assistance of the consultant is estimated to be \$47,000. No estimate can be determined at this time for legal fees should the services of a solicitor be required.

RECOMMENDATION:

Due to the current status of the local economy and the impact on residential, industrial/commercial development as well as the restraint that will be reflected in the 1992 Budget, it is recommended:

- . that we do not proceed, at this time, with the implementation phase of Education Development Charges.*

Prepared and Submitted by: *Paul E. Shewfelt,
Superintendent of Finance and Treasurer.*

Approved by: *Keith A. Rielly,
Director of Education and Secretary.*

mb

BOARD OF EDUCATION FOR THE CITY OF HAMILTON
100 MAIN STREET WEST
HAMILTON, ONTARIO

March 10, 1992

To the Chairman and Members
Operations Management Committee
Board of Education for the City of Hamilton

Ladies and Gentlemen

The attached report tabulates and analyzes the responses of 751 families with students in the French Immersion program. Based on the opinions of these parents, the following recommendations are made.

RECOMMENDATION ONE

It is recommended that Sherwood Secondary School be designated as the location for the French Immersion program in the upper city.

RECOMMENDATION TWO

It is recommended that the upper city program begin at the grade nine level in 1992-93, and that an additional grade of the program be added each school year until the full program is in place.

Prepared by: O. Jackson, Supervisor of Research Services
K. Chaikoff, Project Research Analyst

Submitted by: N. Nicholls, Superintendent, Area 2

Approved by: K. Rielly, Director of Education and Secretary

MEMORANDUM FOR THE CHAIRMAN AND MEMBERS OF THE BOARD OF GOVERNORS

DATE: 10/10/57

FROM: BOARD OF GOVERNORS
SUBJECT: BOARD OF GOVERNORS

DATE: 10/10/57

TO THE CHAIRMAN AND MEMBERS OF THE BOARD OF GOVERNORS
FROM: BOARD OF GOVERNORS
SUBJECT: BOARD OF GOVERNORS

RE: BOARD OF GOVERNORS

The following recommendations are made by the Board of Governors for the year 1958:

RECOMMENDATION NO. 1
It is recommended that the Board of Governors should be authorized to make such changes in the Board of Governors as may be deemed necessary in the interest of the Board of Governors.

RECOMMENDATION NO. 2
It is recommended that the Board of Governors should be authorized to make such changes in the Board of Governors as may be deemed necessary in the interest of the Board of Governors.

RECOMMENDATION NO. 3
It is recommended that the Board of Governors should be authorized to make such changes in the Board of Governors as may be deemed necessary in the interest of the Board of Governors.

A REPORT ON THE OPINIONS OF FAMILIES
WITH STUDENTS IN THE FRENCH IMMERSION PROGRAM
REGARDING THE SELECTION OF AN ADDITIONAL LOCATION
FOR A SECONDARY FRENCH IMMERSION PROGRAM

FEBRUARY, 1992

1: INTRODUCTION

The Hamilton Board of Education has provided French Immersion programs at the elementary level since September, 1975, and at the secondary level since September, 1984. As of September, 1991, the elementary program included seven schools at the kindergarten to grade five level and four schools provided the program for grades six to eight. The secondary program has been offered only at Westdale Secondary School.

During the years 1990 and 1991, trustees and senior officials began planning for the provision of an additional location for the secondary French Immersion program. Preparations included reviews by senior officials and upper city principals as well as a presentation from upper city parents of French Immersion students.

At the Board of Education meeting on December 17, 1991, trustees directed Board officials to gather opinions from all families with students attending the French Immersion program regarding the best location for an additional site for the secondary French Immersion program. In response to this request, the Research Department designed a questionnaire, and with Board approval of the design, circulated it to families with students in the program.

On September 30, 1991, enrolment summaries prepared by the schools provided the following enrolment data for the French Immersion program:

TOTAL ELEMENTARY ENROLMENT	1601
TOTAL SECONDARY ENROLMENT	276
TOTAL ENROLMENT	1877

On February 10, 1992, enrolment in the French Immersion Program was 1818. Principals were asked to ensure that only one questionnaire was forwarded to each family. As well, parents were requested to complete only one questionnaire per family. After a detailed review of all French Immersion students' addresses and telephone numbers, it was determined that there were 1050 families in the program as of February 10, 1992. With 751 questionnaires returned, the response rate was 71.5%.

2. ANALYSIS OF THE RESPONSES

QUESTION ONE

In question one, families were asked to report the locations of their homes using one of the 98 attendance areas of the city. The responses to Question One are provided on a map included in this report as Appendix One. Using home location information provided by the families, the respondents were placed in one of ten communities within the city. Communities 1 - 5 are in the lower city (from west to east) and communities 6 - 10 are in the upper city (from west to east). The reader may wish to refer to Appendix One for the exact placement of each city neighbourhood in relation to the ten communities. These communities were used to organize the responses to Questions 4 and 5.

QUESTION TWO

Question Two requested families to report the grades in which students in their families were enrolled. This data was collected for four grade divisions as shown in the table below. Since many families had children in more than one division, the total percent of responses exceeds 100%.

DIVISION	NUMBER OF FAMILIES	PERCENT OF TOTAL (751)
KGN TO GR 2	391	52%
GR 3, 4, 5	359	47%
GR 6, 7, 8	259	35%
SECONDARY	93	13%

The responses were tabulated for the remainder of this study in two ways. Firstly, the responses were tabulated for all respondents as a whole. Secondly, the two major groups (elementary and secondary) were tabulated separately. Because some families have children in both groups, their responses have been counted in the tabulations for each group. The analysis for question four and question five includes responses of 721 families with children in the elementary program and 93 families with children in the secondary program. It should be noted that 66 families are overlapping with children at both the elementary level and secondary level. These families were included in the tabulations for both groups.

QUESTION THREE

Families with children in the elementary French Immersion program were requested to indicate whether they were likely to have their children continue in the French Immersion program at the secondary level. In total, 696 families responded to this question (25 families omitted this question). The responses to this question are shown in the table below.

WILL ELEMENTARY STUDENTS CONTINUE AT SECONDARY LEVEL?	NUMBER OF RESPONDING FAMILIES	PERCENT OF 696
-----	-----	-----
YES	561	80%
NO	12	2%
UNDECIDED	123	18%

Responses from families reporting "NO" were not included in tabulations which express preferences for locations for secondary French Immersion programs. Responses from families reporting "UNDECIDED" were included in the tabulations which express preferences for locations for secondary French Immersion programs. It should be noted that most families who reported "UNDECIDED" expressed concern over location of the program. These families reported their preferences and indicated that they would participate if the location suited them but not participate if the additional location did not meet their needs.

QUESTION FOUR (ALL FAMILIES)

Using the locations of schools as shown on the attached city map, please indicate which secondary school would best meet your family's needs for a secondary French Immersion program.

Tables on this page and on page 5 aggregate families' selections on a city-wide basis. Choices of families separated into the five lower city and five upper city communities are shown on page 5A (Elementary Families) and 5B (Secondary Families).

The responses of total number (741) of families (both elementary and secondary) who answered this question are reported in the table below.

SECONDARY SCHOOL WHICH WOULD BEST MEET THE FAMILY'S NEEDS

LOWER CITY SCHOOLS		UPPER CITY SCHOOLS	
-----		-----	
DELTA	47 (10%)	BARTON	20 (7%)
GLENDALE	61 (13%)	HILL PARK	66 (24%)
SCOTT PARK	34 (7%)	SHERWOOD	87 (31%)
SIR JOHN	12 (3%)	SIR ALLAN	32 (12%)
SIR WINSTON	9 (2%)	WESTMOUNT	71 (26%)
WESTDALE	302 (65%)	-----	
-----		TOTAL	276 (100%)
TOTAL	465 (100%)		

SUMMARY NOTE FOR QUESTION FOUR (ALL FAMILIES)

For the lower city, the school most often chosen was Westdale (with Glendale as a distant second choice). For the upper city three schools (Sherwood, Hill Park and Westmount received similar levels of support). Detailed analysis of these results (separated by elementary and secondary families and by location of the family homes) is provided on page 5A (Elementary) and page 5B (Secondary) of this report.

QUESTION FOUR (FAMILIES WITH ELEMENTARY STUDENTS)

Seven hundred and fourteen families with children in elementary schools (out of a possible 721 families) identified a secondary school location which would meet their needs.

SECONDARY SCHOOL WHICH WOULD BEST MEET THE FAMILY'S NEEDS

LOWER CITY SCHOOLS

DELTA	46 (10%)
GLENDAL	62 (14%)
SCOTT PARK	34 (8%)
SIR JOHN	11 (2%)
SIR WINSTON	9 (2%)
WESTDALE	288 (64%)
TOTAL	449 (100%)

UPPER CITY SCHOOLS

BARTON	19 (7%)
HILL PARK	64 (24%)
SHERWOOD	85 (32%)
SIR ALLAN	28 (11%)
WESTMOUNT	69 (26%)
TOTAL	265 (100%)

SUMMARY NOTE FOR QUESTION FOUR (ELEMENTARY FAMILIES)

Most families in the lower city preferred Westdale. The second most popular choice was Glendale. In the upper city, Sherwood was chosen more frequently than the other schools but the margin of choice is very slim.

QUESTION FOUR (FAMILIES WITH SECONDARY STUDENTS)

Sixty-one of the 93 families with students in the secondary program responded to this question. Their responses are tabulated below.

SECONDARY SCHOOL WHICH WOULD BEST MEET THE FAMILY'S NEEDS

LOWER CITY SCHOOLS

DELTA	2 (5%)
GLENDAL	2 (5%)
SCOTT PARK	2 (5%)
SIR JOHN	1 (3%)
SIR WINSTON	0 (0%)
WESTDALE	32 (82%)
TOTAL	39 (100%)

UPPER CITY SCHOOLS

BARTON	1 (5%)
HILL PARK	8 (36%)
SHERWOOD	5 (23%)
SIR ALLAN	1 (5%)
WESTMOUNT	7 (32%)
TOTAL	22 (100%)

SUMMARY NOTE FOR QUESTION FOUR (SECONDARY FAMILIES)

For the most part, students already in the secondary program will be unaffected by the opening of the additional location for French Immersion. Sixty-one families identified a preferred location. Westdale was the choice of lower city schools. Hill Park, Westmount and Sherwood received similar levels of support in the upper city.

QUESTION FOUR (Elementary Program Families Only)

Please indicate which secondary school would best meet your family's needs for a secondary French Immersion program.

NUMBER OF FAMILIES CHOOSING EACH SCHOOL BY
LOWER CITY COMMUNITY NUMBER (WEST TO EAST)

PREFERRED SCHOOL	LOWER CITY											UPPER CITY												
	1	2	3	4	5	6	7	8	9	10	TOTAL	1	2	3	4	5	6	7	8	9	10	TOTAL	%	
BARTON	0%		0%	0%	0%	0	0%	0%	7	15%	11	19%	18	7%										
DELTA	0%	3	6%		0%	42	10%	0%	0%	0%		0%	0	0%									0	0%
GLENDALE	0%	3	7	12%	36	92%	53	13%	1	2%	0%	0%	2	1%									2	1%
HILL PARK	0%		0%	0%	2	5%	2	0%	1	2%	3	11%	46	65%	9	19%	0%	0%	0%	0%	0%	0%	59	24%
SCOTT PARK	0%	28	56%	4	7%	0%	0%	0%	0%	0%	32	8%											1	0%
SHERWOOD	1	0%	1	2%	4	7%	7	2%	1	2%	1	4%	6	8%	23	49%	40	70%	71	29%				
SIR ALLAN MACVAB		0%	0%	0%	0%	0	0%	0%	21	51%	0%	0%			1	2%	0%	0%	0%	0%	0%	0%	22	9%
SIR JOHN A MACDONALD	7	3%	4	8%	0%	0%	11	3%	0%	0%	0%	0%					0%	0%	0%	0%	0%	0	0%	
SIR WINSTON CHURCHILL		0%	0%	5	38%	0%	8	2%	0%	0%	0%	0%					0%	0%	0%	0%	0%	0	0%	
WESTDALE	236	96%	10	20%	2	3%	1	8%	0%	0%	249	61%	5	12%	3	11%	1	1%	2	4%	0%	11	5%	
WESTMOUNT	1	0%	1	2%	0%	0%	0%	0%	12	29%	20	74%	18	25%	5	11%	4	7%	59	24%				
TOTAL	245	100%	50	100%	39	100%	13	100%	59	100%	406	100%	41	100%	27	100%	71	100%	47	100%	57	100%	243	100%

NOTES

- (1) Community numbers are defined on the map included with this report as Appendix One.
 (2) Totals reported on this table are less than those reported on page 5.
 Some families identified a school of their choice but did not include a location for their home. Also, some families live outside the city and they are omitted from this table.

QUESTION FOUR (Secondary Program Families Only)

Please indicate which secondary school would best meet your family's needs for a secondary French Immersion program.

NUMBER OF FAMILIES CHOOSING EACH SCHOOL BY LOWER CITY COMMUNITY NUMBER (WEST TO EAST)												NUMBER OF FAMILIES CHOOSING EACH SCHOOL BY UPPER CITY COMMUNITY NUMBER (WEST TO EAST)												
LOWER CITY												UPPER CITY												
PREFERRED SCHOOL	1	2	3	4	5	TOTAL	6	7	8	9	10	TOTAL	1	2	3	4	5	6	7	8	9	10	TOTAL	
BARTON		0%	0%	0%		0	0%	0%	0%	1	20%	0%	1	4%					0%	0%	0%	0%	1	4%
DELTA		0%	2	50%		2	6%	0%	0%	0%	0%	0%	0	0%				0%	0%	0%	0%	0	0%	
GLENDALE		0%	2	50%		2	6%	0%	0%	0%	0%	0%	0	0%				0%	0%	0%	0%	0	0%	
HILL PARK		0%	0%	0%		0	0%	0%	6	67%	2	40%	0%	8	30%			0%	0%	0%	0%	8	30%	
SCOTT PARK		0%	2	50%		2	6%	0%	0%	0%	0%	0%	0	0%				0%	0%	0%	0%	0	0%	
SHERWOOD		0%	0%	0%		0	0%	0%	0%	1	20%	4	5	19%				0%	0%	0%	0%	5	19%	
SIR ALLAN MACNAB		0%	0%	0%		0	0%	1	50%	0%	0%	0%	1	4%				0%	0%	0%	0%	1	4%	
SIR JOHN A MACDONALD	1	4%	0%	0%		1	3%	0%	0%	0%	0%	0%	0	0%				0%	0%	0%	0%	0	0%	
SIR WINSTON CHURCHILL		0%	0%	0%		0	0%	0%	0%	0%	0%	0%	0	0%				0%	0%	0%	0%	0	0%	
WESTDALE	25	96%	2	50%		27	79%	1	50%	3	50%	1	11%	5	19%			1	11%	0%	0%	5	19%	
WESTMOUNT		0%	0%	0%		0	0%	0%	2	22%	1	20%	7	26%				2	22%	0%	0%	7	26%	
TOTAL	26	100%	4	100%	0	34	100%	2	100%	6	100%	9	100%	27	100%	5	100%	5	100%	5	100%	27	100%	

NOTE

Community numbers are defined on the map included with this report as Appendix One.

QUESTION FIVE

If the final choice for the additional location for the French Immersion program must be made between Westmount and Sherwood, please indicate your family's preference in (a) and (b) below.

(a) ELEMENTARY FAMILIES' RESPONSES (WESTDALE/WESTMOUNT)

CHOICE	LOWER CITY FAMILIES	UPPER CITY FAMILIES	ALL FAMILIES
ATTEND WESTDALE	349 (83%)	63 (25%)	412 (62%)
ATTEND WESTMOUNT	8 (2%)	153 (61%)	161 (24%)
LEAVE PROGRAM	61 (15%)	33 (13%)	94 (14%)
TOTAL RESPONSES	418 (100%)	249 (100%)	667 (100%)

(a) SECONDARY FAMILIES' RESPONSES (WESTDALE/WESTMOUNT)

CHOICE	LOWER CITY FAMILIES	UPPER CITY FAMILIES	ALL FAMILIES
ATTEND WESTDALE	46 (98%)	31 (76%)	77 (87%)
ATTEND WESTMOUNT	0 (0%)	10 (40%)	10 (11%)
LEAVE PROGRAM	1 (2%)	0 (0%)	1 (1%)
TOTAL RESPONSES	47 (100%)	41 (100%)	88 (100%)

(b) ELEMENTARY FAMILIES' RESPONSES (WESTDALE/SHERWOOD)

CHOICE	LOWER CITY FAMILIES	UPPER CITY FAMILIES	ALL FAMILIES
ATTEND WESTDALE	319 (76%)	56 (23%)	375 (56%)
ATTEND SHERWOOD	63 (15%)	159 (65%)	222 (33%)
LEAVE PROGRAM	38 (9%)	30 (12%)	68 (10%)
TOTAL RESPONSES	418 (100%)	245 (100%)	665 (100%)

(b) SECONDARY FAMILIES' RESPONSES (WESTDALE/SHERWOOD)

CHOICE	LOWER CITY FAMILIES	UPPER CITY FAMILIES	ALL FAMILIES
ATTEND WESTDALE	47 (98%)	24 (60%)	71 (81%)
ATTEND SHERWOOD	0 (0%)	16 (40%)	16 (18%)
LEAVE PROGRAM	1 (2%)	0 (0%)	1 (1%)
TOTAL RESPONSES	48 (100%)	40 (100%)	88 (100%)

A discussion regarding these tables is provided on page 7. Detailed tabulations for the responses to question 5 are provided in this report on page 7A and 7B.

SUMMARY REMARKS REGARDING QUESTION FIVE

ELEMENTARY FAMILIES

(a) Westdale\Westmount

Three hundred and forty-nine (83%) of the lower city families chose Westdale, eight (2%) families chose Westmount.

One hundred and fifty-three (61%) of the upper city families chose Westmount, sixty-three (25%) families chose Westdale. It should be noted that, with this combination of schools, 94 families, 14% of the total who responded, indicated that they would leave the program.

(b) Westdale\Sherwood

Three hundred and nineteen (76%) of the lower city families chose Westdale, sixty-three (15%) families chose Sherwood. One hundred and fifty-nine (65%) of the upper city families chose Sherwood, fifty-six (23%) families chose Westdale. It should be noted that, with this combination of schools, 68 families, 10% of the total who responded, indicated that they would leave the program.

Taking the city as a whole, more families chose Sherwood (222, 33%) than chose Westmount (161, 24%) and fewer families suggested that they would drop out of the program (10% versus 14%) if Sherwood were chosen over Westmount.

SECONDARY FAMILIES

As might be expected, most lower city secondary families identified strongly with Westdale. Ninety-eight percent of lower city secondary students would not change their school regardless of which upper city secondary school were chosen. A majority of upper city secondary students showed a preference for remaining at Westdale. Ten families (11% of those who indicated a preference) reported that they would choose Westmount if it were available and 16 families indicated that they would choose Sherwood if available. Only one family indicated that the student was considering leaving the program.

SPECIAL NOTE

Choices for the secondary French Immersion site based on location of homes of the responding families are shown on page 7A (elementary) and 7B (secondary).

QUESTION FIVE (Elementary Program Families Only)

If the final choice for the additional location for the French Immersion program must be made between Westmount and Sherwood, please indicate your family's preference in "a" and "b" below.

NUMBER OF FAMILIES CHOOSING EACH SCHOOL BY LOWER CITY COMMUNITY NUMBER (WEST TO EAST)										NUMBER OF FAMILIES CHOOSING EACH SCHOOL BY UPPER CITY COMMUNITY NUMBER (WEST TO EAST)														
LOWER										UPPER														
CITY										CITY														
	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10			
"a" CHOICES																								
	TOTAL											TOTAL										TOTAL		
ATTEND WESTDALE	251	98%	37	75%	4	29%	10	26%	349	83%	10	22%	8	27%	14	20%	11	24%	20	34%	63	25%		
ATTEND WESTMOUNT	1	0%	1	2%	2	3%	0%	4	11%	8	2%	34	76%	22	73%	50	70%	24	53%	23	40%	153	61%	
LEAVE PROGRAM	3	1%	10	21%	14	22%	10	71%	24	63%	61	15%	1	2%	0%	7	10%	10	22%	15	26%	33	13%	
TOTAL	255	100%	48	100%	63	100%	14	100%	38	100%	418	100%	45	100%	30	100%	71	100%	45	100%	58	100%	245	100%

LOWER										UPPER											
CITY										CITY											
CHOICES										CHOICES											
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	TOTAL	%
TOTAL										TOTAL											
ATTEND WESTDALE										ATTEND WESTDALE											
ATTEND SHERWOOD										ATTEND SHERWOOD											
LEAVE PROGRAM										LEAVE PROGRAM											
TOTAL										TOTAL											

NOTES

- (1) Community numbers are defined on the map included in this report as Appendix One.
 (2) To be included in the above tables, families must have chosen a location in the city in Question One. (includes 667 families with children in the elementary French Immersion program).

QUESTION FIVE (Secondary Program Families Only)

If the final choice for the additional location for the French Immersion program must be made between Westmount and Sherwood, please indicate your family's preference in "a" and "b" below.

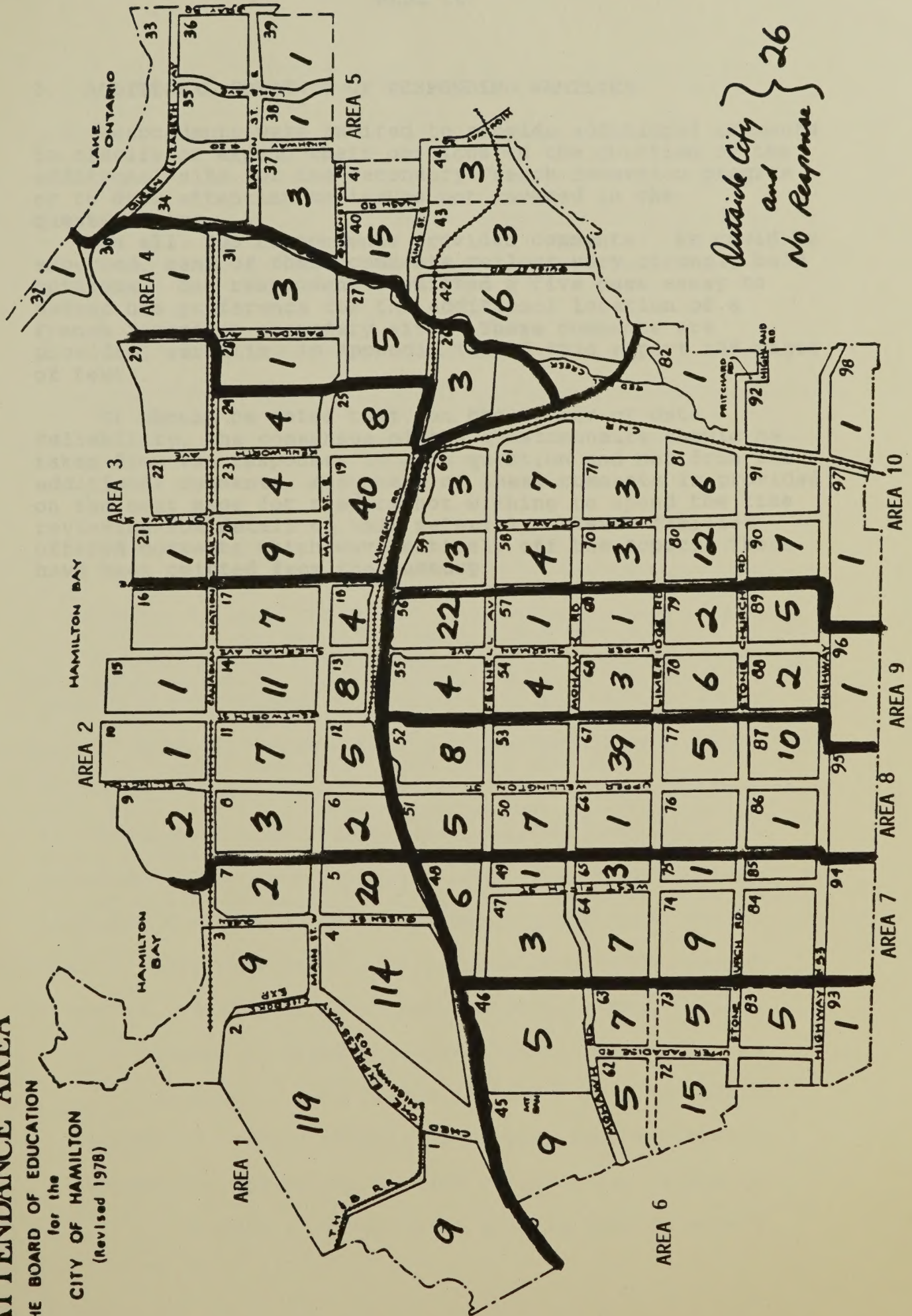
NUMBER OF FAMILIES CHOOSING EACH SCHOOL BY LOWER CITY COMMUNITY NUMBER (WEST TO EAST)										NUMBER OF FAMILIES CHOOSING EACH SCHOOL BY UPPER CITY COMMUNITY NUMBER (WEST TO EAST)									
LOWER										UPPER									
CITY										CITY									
1	2	3	4	5	6	7	8	9	TOTAL	1	2	3	4	5	6	7	8	9	TOTAL
"a" CHOICES	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10
ATTEND WESTDALE	37	100%	3	75%	6	100%				46	98%	10	100%	4	67%	10	77%	2	33%
ATTEND WESTMOUNT		0%	0%	0%		0%				0	0%		0%	2	33%	3	23%	4	67%
LEAVE PROGRAM		0%	1	25%		0%				1	2%		0%		0%	0%	0%	0%	0%
TOTAL	37	100%	4	100%	6	100%	0	0	0	47	100%	10	100%	6	100%	13	100%	6	100%

LOWER										UPPER																
CITY										CITY																
	1	2	3	4	5	6	7	8	9	10	TOTAL		1	2	3	4	5	6	7	8	9	10	TOTAL			
"b" CHOICES																										
ATTEND WESTDALE	37	100%	4	80%	6	100%				47	98%	10	100%	5	100%	7	54%	2	33%				0%	24	60%	
ATTEND SHERWOOD		0%	0%	0%		0%				0	0%		0%		0%	6	46%	4	67%				6	100%	16	40%
LEAVE PROGRAM		0%	1	20%		0%				1	2%		0%		0%	0%	0%	0%	0%				0%	0	0%	
TOTAL	37	100%	5	100%	6	100%	0	0	0	48	100%	10	100%	5	100%	13	100%	6	100%				6	100%	40	100%

LOCATIONS OF THE HOMES OF THE FAMILIES WHO RESPONDED TO THE QUESTIONNAIRE

ATTENDANCE AREA

THE BOARD OF EDUCATION
for the
CITY OF HAMILTON
(Revised 1978)



Outside City } 26
and
No Response }



VILLAGE MAP

THE TOWN OF VILLAGE

SCALE IN METERS

0 100 200 300 400 500 600 700 800 900 1000

THIS MAP WAS PREPARED BY THE VILLAGE ENGINEER IN 1900 AND IS A REPRODUCTION OF THE ORIGINAL MAP.

Copyright 1900

3. ADDITIONAL COMMENTS OF RESPONDING FAMILIES

Respondents were invited to provide additional comments to clarify or expand their opinions on the question of the additional site for the secondary French Immersion program or to draw attention to issues not covered in the questionnaire.

In all, 206 respondents provided comments. As could be expected, many of these comments reflect very strongly held opinions. One respondent submitted a five page essay to defend his preference for the additional location of a French Immersion secondary site. These comments are provided, verbatim, in Appendix Two of this report (39 pages of text).

It should be noted that, on the matter of data reliability, the consensus of the questionnaire should be taken from the responses to each question and not from the additional comments. A summary of these comments is provided on the next page for readers not wishing to spend the time reviewing the detail of this material. Eleven families offered comments which were entirely off the topic. These have been omitted from the summary.

SUMMARY OF THE MAIN THEMES OF THE ADDITIONAL COMMENTS

Concern regarding Westmount 1990: 36 comments

Lower city east end needs the F I program: 28 comments

Travel time, distance & cost is a problem: 26 comments

Strong support for F I at Westdale: 17 comments

Strong support for Westmount 1990: 16 comments

Strong support for choosing Sherwood: 12 comments

Respondent critical of the questionnaire: 10 comments

Strong support for school other than W or S: 10 comments

Respondent critical of trustees: 8 comments

Respondent wants decision to be made: 8 comments

Concern about impact on Westdale: 6 comments

Please place a program in the upper city: 5 comments

Parent appreciates F I opportunity: 5 comments

Second survey was unnecessary: 4 comments

Why do lower city families have a "say" in this: 3 comments

This is a good questionnaire: 3 comments

We need more info about Westmount 1990: 2 comments

Develop one single track secondary school: 2 comments

We may leave the program for other reasons: 2 comments

Concern about quality/availability of teachers: 2 comments

Revise upper city boundaries & use Hill Park: 2 comments

Critical about first (parents) survey: 1 comment

Users of the F I program should pay: 1 comment

Choose a school where the majority lives: 1 comment

An additional location will be too costly: 1 comment

Please forward results to parents: 1 comment

4. A COMMENT REGARDING SAMPLE SIZE AND CONFIDENCE LEVEL

Confidence in the findings of a survey is based on the number of returned questionnaires related to the size of the population eligible to participate. For this survey, the results are accurate within 3%, 99 times out of 100.

Since all families with children in the French Immersion program had the opportunity to participate, the results of this survey reflect, very closely, the opinions of the entire population of families with children in the French Immersion program due to the high response rate (72%).

5. CONCLUDING REMARKS

Sixty-four percent of lower city families with children in the elementary French Immersion program wished to have their children attend Westdale. Thirty-six percent of these families would prefer another school. Glendale and Delta were mentioned as alternatives.

Three schools were identified by upper city parents as a preferred location for the secondary French Immersion program. These schools were Sherwood, Westmount and Hill Park.

There was no consensus among upper city parents on the choice between the combination of Westdale/Sherwood or Westdale/Westmount. Approximately half of the group supported each option.

There was some support in the lower city in communities 3 and 5 (centre and east lower city) for the Sherwood/Westdale choice. Sixty-three lower city families indicated that they would attend Sherwood rather than Westdale (only 8 lower city families indicated that they would attend Westmount rather than Westdale). It should be noted that fewer lower city families would leave the program at the end of grade eight if Sherwood were available rather than Westmount.

Respondent 1:

Our children will have the opportunity to work in a self-paced educational system - a model which is already serving our eldest well! Therefore, Westmount will be our choice regardless of French Immersion. However the French Immersion program would be greatly enhanced by its placement at Westmount!

Respondent 8:

It was my understanding, through my continuing Supply Teaching position with your School Board, that Wentworth County was suspending all future students from the Stoney Creek area from attending Sherwood secondary school. Surely this will provide extra spaces that could be filled having the secondary French Immersion installed there? This, to me, seems to be the ideal place.

Respondent 11:

Our son would not attend any of the above (Question 5) high schools due to the distance from our home.

Respondent 22:

Our family is most grateful for the chance to send two children through the Hamilton Board of Education French Immersion program. We appreciate all efforts the Board and Trustees make to ensure this positive opportunity. Keep up the good work and thank you!

Respondent 23:

As I live fairly close to Westdale secondary, the choice of a new secondary location has little impact on my family. However, it does strike me that in the interest of fairness any new program should be made more accessible to students from the east end. Sherwood seems to offer the best accessibility both for east mountain and east lower city students.

Respondent 26:

If the location were not provided at Westdale, our children may enter the English stream at Westdale anyway. The music program at Westdale is superior and we value all-round education. Also, we believe that attending the school in the location of our home is very important. We hope that Westdale high continues to be the school that our children would be able to move into with their French.

Respondent 37:

Perhaps in this time of financial difficulties, the Board should be looking at decreasing rather than increasing the French Immersion program which is certainly inefficient when one considers the pupil/teacher ratio of French Immersion as compared to the English track. A

"user-pay" basis could also be considered to finance those "extras" that are needed in French Immersion (such as duplicate texts, used so parents can help at home). French Immersion is certainly a political "hot potato". I know that we French Immersion parents are a very vocal minority and that the views here expressed are held by very few other French Immersion parents.

Respondent 38:

If Westmount was considered for the French Immersion program, bus transportation should be considered very seriously because city bus routes are very inadequate for students on the east mountain. It would take at least two or three buses to get there.

If it were considered at Sherwood this suggestion should be considered for the students on the west mountain as well.

Just a suggestion to divide the French Immersion program between two schools. It might be a lot easier on the parents who have to choose between the two schools that are being considered for the program.

Respondent 40:

I am totally against the "Westmount 1990" program for my son's needs. I prefer the established Westdale's program. He is old enough to take the bus.

Respondent 45:

Our preference definitely leans toward a French Immersion high school on the mountain. However, we made a commitment to this program and we will continue wherever it is provided.

Although, we have two additional children at home who have not yet reached school age and a decision to put them into the Immersion program will weigh heavily on the decision the Board makes with regards to the location of a French Immersion high school.

Driving one to an out-of-area school is one thing, but having to drive three to different schools is a lot to consider.

We love the program and how well our daughter is doing and very much want our sons to have the same privilege.

Respondent 63:

Re: Question 5. Since the time for my child to attend secondary school is almost six years away, I am basically undecided. If I felt she would be better off to remain in French Immersion and nothing were closer, I would likely choose Westdale for direct bus route.

Respondent 64:

I also have two more children that I intend to enroll in the French Immersion program when they are old enough.

I am not moving out of the area and would like to have a French Immersion secondary school in the east end. It is more convenient for those of us who live in the east. It would also cut down on travelling time for east end children to have a school closer.

Respondent 66:

I feel that it would be too far to travel to go to school. My children would have to leave home too early in the morning to make their first class and come home too late. If they wanted to participate in any after school activities, it would be too late or go to the library for extra work. With the number of students in French there should be an east end secondary school. With Glen Echo and Glen Brae being on the same block and convenient to these students why not open Glendale to French too. To travel through downtown to go the other locations would add to the bus congestion. The A.M. Cunningham students would be at an advantage too by coming east instead of west or go up the hill. Less travelling might mean less drop-out from bus boredom.

Respondent 67:

It doesn't seem fair or reasonable to have two French Immersion secondary school at the west end of the city.

Respondent 68:

I would prefer a location in the east end of Hamilton, mainly Glendale because we are planning a move into this area in the near future.

Respondent 69:

It is with great frustration and anger that I note that only Westmount and Sherwood secondary schools are being considered as an additional location for the French Immersion program. WHAT ABOUT THE EAST END HAMILTON STUDENTS? I believe it is important for the mountain students to have their own French Immersion secondary school. However, to not consider a school for the east end students is somewhat of a huge oversight or a blatant insult. If a secondary school is not chosen from the east end, this will (1) effectively ensure the demise of the program for the east end; (2) lend credence to the theory that the TRUSTEES and HAMILTON BOARD OF EDUCATION look down on the east end people.

Respondent 70:

Due to the uncertainty of our own nation, (i.e., Quebec) the French Immersion program is more in need than ever in giving our children more variety and opportunities than we, as parents, had in our school years. However, children or teenagers happiness and safety is our first or should be our first concern. Then and only then can we proceed to teach a child who has a good attitude. My point being sir, by taking a student away from the environment they have become accustomed to, and separating students from its inception because of geographical problems is a shame.

Respondent 71:

I feel that there should be a French Immersion program in the east end of Hamilton. There is already one in the west end being Westdale.

Respondent 73:

These are my present intentions though they may change prior to her attending secondary school as she is only in grade 1 at present.

Respondent 83:

My older child attended Westdale French Immersion program for one year. The distance made continuation impossible. She is not attending Sherwood.

If Westmount is chosen - leave program as "Westmount 90" is not in the best interest of my child.

Respondent 86:

We would be concerned if the "Westmount 1990" concept were applied in any way. It proves to be serving only a select few in the system presently.

Respondent 89:

Please conserve paper! This survey could have been done orally at interview time - results forwarded to the Board.

Respondent 91:

We are not in agreement with the self-paced learning program at Westmount. So our children would not attend this school.

I'm not sure if Sherwood is the location of choice. It will add tremendous transportation costs to get the kids to school and home. I guess it will depend on how badly they want to continue in French Immersion.

Hill Park is the closest school. If my children cannot attend there in French Immersion because of over-crowding, it may be that they attend Hill Park anyway if only in totally English. Either way, my children could end up at Hill Park.

If attendance increases at Hill Park and majority of parents want Hill Park, the school should be explored. English or French the same number could end up attending if Westmount and Sherwood are not wanted.

Respondent 97:

Due to our location and bus routes it will be far easier to attend Westdale secondary than an upper city location.

Respondent 98:

If there is no French Immersion within reasonable distance below the mountain brow, our children will be forced to drop out. Also, why is there still no bus service for these children who attend? Why the choices of such schools Westdale, Sherwood and Westmount are not centrally located? There is not such recommendations for any schools from Stoney Creek to west Hamilton below the mountain as we understand it to be.

Respondent 99:

Get Serious, if my children and other children have advanced through the grades, I expect the program to continue through the local high school. Especially since your job depends on votes from people like me.

Respondent 101:

Westdale would be more accessible because of not having to go up the mountain. I would prefer not leaving our general neighborhood. Delta is on a good bus route that can bring students from all directions of the city.

Respondent 102:

Where will students who are presently at Sanford Avenue be attending grade 6? I'm willing to teach my daughter how to get to Glen Brae by bus but I know most parents are objecting to the distance from Sanford Avenue. By that time, I will also have one in grade 1 so the older one would have to go by bus and Glen Brae is more accessible than something in the west end.

Respondent 103:

Our main concern now is where will grade 6 French Immersion be offered? After developing a "family" since Kindergarten the group at Sanford Avenue is faced with not knowing where they go now. The class is small but the majority of parents feel it is the time to take them out of the program if they must go to Glen Brae. We put them in this program assuming the Board would make decisions supporting the program. So far it seems we are fighting you. Busing is a major problem. Special needs/exceptional students are transported gratis. As a single parent, I can not afford transportation my child out of our area. Does he have to stop 1/2 way on his education now? Each and every student should be entitled to support in their education. We don't see upper class students inconvenienced this way. Taxes = preferential treatment???

Respondent 105:

Could someone please explain why for grades 6, 7 & 8 my children should go to a different school out the Sanford Avenue area, when Sanford Avenue has the room for expansion yet those class rooms are going unused.

Also, how is it that other schools in the city can receive funds for remodeling yet there are little funds for removal of Asbestos.

Respondent 106:

I believe that the choice between Westmount and Sherwood should have been more clearly delineated.

Respondent 110:

It is not very fair to have two high schools providing French Immersion in the west end of the city only.

Those students presently enrolled in the elementary programs would have to travel a great distance from the centre/east end of the city.

Why does not the Board consider an east end alternative i.e., Sir Winston Churchill or Glendale. Both of these schools are far better choices for the centre/east end children. I am sure many children will be forced to leave the French Immersion program due to this unfair west end location - the travelling involved is just too extensive.

Respondent 114:

Attending any of these schools would be very difficult. If they could not attend Glendale they would likely leave the program.

Respondent 118:

I think it is ridiculous that a French Immersion high school be considered on the west mountain. There is already a French Immersion high school facilitating kids in the west end of the city. I'm sure kids on the west mountain sure kids on the west mountain can easily get to Westdale by HSR. It only makes sense that the school chosen be on the east side of Hamilton, either up or down the mountain. HSR provides a good service and it would only take kids from the east end of Hamilton 15-20 minutes to get to Sherwood, however for children on the east mountain to get to Westdale the ride is 45 minutes or Westmount with transfers approximate 30 minutes (these times are generous, would be longer if bad weather, missed connecting bus, etc.).

Hopefully parents will be kept informed as to the progress of this decision. I appreciate this opportunity to express my concerns and views.

Respondent 125:

I would feel your child would have to go the school which best educates his needs. As long as transportation is not a problem for the French students.

Respondent 129:

I had already contacted my school Trustee before Christmas to make sure that he/she knew our family's feelings on this matter. Under no circumstances would my children be

allowed to attend secondary school in French Immersion, if it were part of the "Westmount '90" program. We feel that Sherwood would be a good location for the program. Without the Wentworth County students, numbers at Sherwood would be quite below capacity next year. The Fennell, Upper Ottawa and Upper Kenilworth buses stop within two blocks of the school for easy access, and the new Sherwood library is only two blocks away as well. Access for cars would be better too - the Westmount/Westview campus is already serviced by buses and taxis, and is quite congested before and after school, while the Sherwood location is not.

I hope that you will take this into consideration.

Respondent 130:

I would not want my children in a self-paced program. If the Immersion was at another mountain high school (with regular programs) I would send my children there, but not to Westdale.

Respondent 131:

We understand completely the need for an additional location for secondary school Immersion program and our main point of contention is why both locations must or are being considered for the west end of the city and west mountain.

Ideally, we would like our children to attend the school closest but a second location in the east/east mountain (Sherwood) is most acceptable.

Respondent 134:

I am in the Woodward-Rennie area and the only transportation to my children's classes are for me to drive them. I know buses go up Woodward from the beach to Glendale or Glen Brae school because I have followed it on my way to Glen Echo. Would there be any way I could have the bus stop at Woodward and Rennie for two passengers to its destination? I would be willing to pay something for the ride.

Respondent 149:

If my family was living on the mountain and I had to choose between Westmount and Sherwood, my choice would be Sherwood. I do not wish for my children to attend "Westmount's 1990" model of instruction for the English portion of their program.

Respondent 153:

I feel that the French Immersion program is very beneficial. It will give my children an opportunity to learn a second language. Although, I was exposed to French in middle school and high school, I have learned more French and have a better understanding of it now since I listen to and read with my child every night.

Respondent 154:

Re: Question 5B - I realize that you really only want one answer circled but students coming from Glen Echo area - although mileage wise Westdale is further away, taking a bus to Westdale is a much more straight forward daily proposition than getting up to the mountain i.e., Sherwood. From Glen Echo area one bus, according to current bus routes, will take one directly to Westdale, and one transfer is necessary on all West to East trip home.

I would probably choose Westdale over Sherwood as I feel that the bus routes with frequent buses in highly travelled area of the city would be safer during inclement weather and early in morning and later in the evening (after band practice or all extra curricular activities) especially for young women.

Respondent 156:

Upon enrolling our first child in French Immersion at Glen Echo, we were told that French Immersion would be provided at Glendale.

Would transportation be provided to Westmount?

Respondent 161:

There is a school in the west end of the city, now there should be one in the east end to service all communities.

Respondent 167:

I have heard good and bad about the "Westmount 1990" model of instruction. I feel the Immersion program itself is enough of a challenge without the English portion of my child's secondary education being "non-traditional".

Respondent 171:

We intend presently to keep our daughter in the program at Glen Brae for next September 1992. Therefore, would like high school at Glendale or Delta as my husband and I both work in that area.

Respondent 172:

The way the schools are now, by the time my children finish grade 13, they will have travelled from one end of the city to the other. JK-5 center of the city; 6-8 east end; 9-13 west end.

So putting a French Immersion program in a mountain school, would certainly not be a preference to my family. A center or east end school would.

Respondent 174:

My children currently attend A.M. Cunningham public school. As you know, it only goes up to grade 5. Therefore, my children will take public transit to the "middle" school at Glen Brae for grades 6, 7, & 8. It makes sense to me to have Glendale high school a French Immersion school so that they can continue on for grades 9 through 12.

Delta high school would be much closer, but I feel Glendale is a better location for people in the east end as well as the east end of the mountain because of the accessibility of the 20 Highway mountain access to the school.

Unfortunately, my children will not be attending a French Immersion high school unless Delta or Glendale offer the program. We are a family of 6 with one car which my husband uses for work. I cannot be chauffeur for my children, nor do I expect them to take several buses or 1/2 hour bus trips to attend grade 9-12. After all, Delta high school is just three blocks away.

Respondent 175:

I would prefer the secondary French Immersion to be placed at Glendale as Glen Echo and Glen Brae already have the French Immersion program and for the east end of Hamilton, this location is practical compared to Westdale. Westdale presents a 1 1/2 to 2 hour bus travel time each day. Glendale has the room to allow this program, so go for it.

Respondent 178:

An east end alternative would be a good idea. West end -- East end -- Mountain location.

Respondent 179:

Having talked with several parents, the same line of thought keeps coming up. If we had "BUSING", it wouldn't matter where the students had to go! Think about the fact that there are many cities and towns half our size that do provide it. We need the service immensely!

Respondent 181:

Although, our family is now living in area #24, we expect to change this in the near future to "mountain" either east/west. Sherwood is my choice due to access and bus routes and "good" parking.

Also, a second location should be located on "mountain" for fairness since Westdale is "firm" and we also capture "east and west" by choosing Sherwood.

Respondent 186:

Do not care for the self-paced learning program at Westmount. Bus pass will be needed for any of the choices.

Respondent 187:

There is already a school providing secondary education in the west end of the city (Westdale). I feel you should make the new one in the east end of the city. That way, no one student has to travel across the whole city to get to school.

Respondent 194:

Re: Question 5A - Rationale: Concern about the self-paced learning program at Westmount.

Respondent 197:

I have many concerns if the French Immersion program is moved to Westmount because of the self-paced learning program.

Respondent 201:

I do not understand the term "composite"??

Respondent 203:

My child will continue in the program even if he has to go to Westdale.

Respondent 204:

If a new location isn't opened on the mountain, it would force us to leave the program after elementary school. For a student to have to commute to Westdale from the mountain area is ridiculous!

Respondent 208:

I enrolled my son in this program because I felt it offered that extra enrichment. I would like to continue in this program if possible but I will not send him if it requires two or three buses to get there.

Please reconsider Hill Park as an option. It is the most centrally located school. I feel it is time for our city school Board to stop this delaying and make a decision. It really is a poor example to our children if the people running their education cannot make and have not completed this part of their education.

Respondent 211:

This survey is a little biased. The interpretation of the data attained should be very interesting. Even though we only have one child at present in French Immersion, it will be two next year and three in four years. Location of school is important - quality of education and the

environment in which this process is received is more important. We will judge the creditability of the program as time proceeds and our children enter each level.

Thank you for taking the time to circulate this survey - Hill Park is preferable.

Respondent 214:

When my children and I moved to Hamilton, they attended Pauline Johnson. The French Immersion children were displaced by the English speaking children; one moved to Cardinal Heights school; one stayed at Pauline Johnson.

My older child moved to Norwood then Westdale. My younger child is now in Norwood. Norwood Park has inadequate facilities, limited extra curricular activities and a poor school spirit. In contrast, Westdale is a truly superb school which offers the next best in academics, sports, art, etc. My daughter who is currently in Norwood WILL go to Westdale.

Westmount is NOT an option. Sherwood is NOT an option.

Respondent 218:

Why not Sir Allan MacNab. It is just as "west" as Sherwood is "east" and has great facilities and space.

Respondent 220:

This questionnaire is far more direct in addressing the secondary French Immersion program. As far as this family is concerned Westmount will never be considered as a viable school as long as Westmount's program of self-taught classes is in force.

When the previous questionnaire came home and was filled out it was not known that the French Immersion program would be integrated with the self-taught program.

I believe that this second questionnaire will give this committee a better and truer view of what we as parents want for our children.

Respondent 221:

Before I would even consider sending my children to Westmount there are still too many changes that need to be made. It is still an experimental program and now officials want to incorporate another new program into the school.

I am also concerned that most of the parents know very little about the "Westmount 90" program. We have been given "NO" information about this program. Parents will choose Westmount simply because of the location knowing very little about the program their children will be involved in.

Where will the money come from for the new French library books as well as the French teachers? Westdale has an established program and a good reputation.

Respondent 226:

A French Immersion secondary school up the mountain is definitely necessary.

Respondent 233:

Question 4 asks for location only - Westmount is best for us, but the idea of structured french and "free flowing" English leaves us a bit cool and concerned - certainly not all French Immersion students, going on to secondary school, are able to cope with the open structure of Westmount's program. I would hope to see this changed if the program was placed there.

Respondent 235:

We have made the commitment to put our children into the French Immersion program and intend to keep that commitment to their education. We will not, however, support the French Immersion program if it is the self-paced, non-instructional method of "teaching". We would therefore not attend Westmount even though geographically it is the closest school to us.

Respondent 239:

I believe Hill Park and Westmount are the two most central schools on the mountain.

Respondent 242:

What a waste of money. This has already been done once. We understand the decision had already been made for Westmount. Newly elected Trustees should have looked into what had already been done concerning this issue. I find this is a waste of my tax money and my valuable time. By the way, a certain Trustee, we are not Francophone parents, English is our first language.

Respondent 243:

Question 5 was very poorly worded. It certainly is not our desire to have our children spend 8 or 9 years in the French Immersion program and the "leave the program" because the Board of Education can't face reality that a mountain location high school is needed in a central area.

Sherwood is not central if you examine the population attending French Immersion schools on the mountain.

Why would French Immersion students, living on the mountain want to take two to three buses, wasting 1 to 1 1/4 hours in travelling time to attend Westdale?

Please, please realize a mountain high school is needed NOW.

Respondent 246:

First, I don't like the self-paced learning program. Secondly, for east mountain resident a school on west mountain is discriminating. I have been paying bus fare for years to reach a school, that was too far away. I will not continue to do so for high school. Mountain residents have been given very little consideration regarding French Immersion and I have to wonder why I am keeping my younger children in the program at such costs and inconvenient. If I had chosen to educate my children in a Catholic school, I would have had less worries and cost and

yet we all pay under one tax system now. I hope to see improvements soon or my children will go to the school in our survey and miss the advantage of learning a second language is a most effective program.

Respondent 247:

Hill Park is my first choice due to location but its operating capacity causes us to reject it as an option.

In order to assist our child make an informed choice it would be necessary to receive more information on the "Westmount 1990" model, including: theoretical rationale; method of quantifying learning by student; feedback (including pro, con and neutral) from both students and their parents/guardians; alternate to the "Westmount 1990" model and how to access.

We would expect this information be made available, therefore, at parent information sessions: through consultants; through handouts to read before information sessions in order to ask informed questions.

Respondent 253:

My children will not be attending Westmount under any circumstance. It is not even an option, and shouldn't have even been presented with the English program which will be in place. Sherwood is the only choice for a mountain secondary school.

Respondent 254:

A self-paced learning program has proven itself unsuccessful in the past year when offered at the English secondary level; with this in mind how can the Board of Education offer it to a group at grade 8 French Immersion students only to find a school presently losing its student body related to program being offered and its success. To this parent this is a true disgrace as to how the Board supports this student body.

Respondent 255:

Under no circumstances will my child attend Westmount "self-paced learning program". We will be attending high school September 1992 and does not want the program offered at Westmount. We realize the discipline involved on his part and does not want anything to do with it.

It is shameful the way the Board has left this hanging. These grade 8 students have enough decisions to make this year without worrying about the high school they are attending this year. It is also unbelievable how close the Board came to acting on the whims of a handful of "Home and school" members.

Respondent 256:

I do not want to be a part of "Westmount 1990".

Respondent 258:

It would really make more sense and better economics for all involved if only one location is to be allowed that it be situated central mountain. Hill Park secondary would be the best accessed school for all upper city French Immersion students.

Would boundaries for upper and lower city be re-evaluated if Sherwood was the chosen location? Why send children from lower east city to Westdale and children from upper west city to Sherwood in the east?

Respondent 263:

The strategic plan for long-term planing of French Immersion was passed in the spring of 1991; why? Therefore, is this survey necessary? How much is this survey costing?

How many surveys have been sent out? How are you ensuring that only one survey is completed per family? Controls do have to exist, n'est-ce pas?

Respondent 265:

I do not want my child to go to Westmount. I feel the French Immersion students have enough to deal with without having to go into the "Westmount 1990" program.

I've been told French Immersion students could handle this because they are usually "above average". "Above average" does not necessarily mean self-motivated.

Respondent 272:

For the sake of convenience, our son would be best off going to Westdale. However, if transportation were available, it is quite possible we would send him to a mountain secondary school.

Respondent 275:

I recall completing a similar, though more detailed, questionnaire a year or so ago. A repeat survey, in these times of severe economic restraints strikes me as a serious waste of funds.

If a certain Trustee expects to get re-elected she had better not continue to promote such extravagance (one of her major campaign concerns was a need for financial restraints). I really would like to see my child continue in the French Immersion program through to completion of secondary school as I believe it is a good program.

Respondent 286:

I question the cost effectiveness of staffing another French Immersion secondary school. It is all well and good, to want a mountain location but is Westdale being utilized to capacity for the French stream or is it merely that student leave the program due to distance??? I do not support the opening of a French program if the cost implications are great. However, if Westdale's program is at capacity then the students have to be educated somewhere and opening

the mountain school is a viable alternative. I would not go to Westmount due to its programming in the English stream and Sherwood is too far removed!!

Respondent 289:

Hill Park is overcrowded because, according to our Ward 8 Trustee, students left Westmount because of the "Westmount 90" program. I do not know if this is true and know very little about the merits of the program. However, if Westmount had a more "successful" English program, the Hill Park enrolment would be lower, and possibly low enough to handle French Immersion. At the same time, French Immersion at Westmount would be more feasible because of the improved reputation of the English half of the program.

Respondent 290:

The Norwood Park "Home and School" should ensure that they provide parents with accurate and unbiased information regarding the programs at all the location choices. If there is not enough room at Westmount or Hill Park, then the Sherwood location should be considered. The worst thing that could happen to our students is that they end up being bounced around from one location to another.

Respondent 293:

If there is no mountain school, our children will leave the program as one of our children has already done going into secondary school.

Respondent 300:

I do not wish my child in a self-paced learning program like that at Westmount. She needs more structured, directed learning.

Respondent 302:

Why are parents being surveyed now? The Trustees must be informed AGAIN that we have been surveyed. We indicated at that time we wished a central mountain location - Hill Park, but Westmount would be our second choice. Many people are not happy with survey request that are not followed but some Trustees feel they know what is best. IGNORE THE ELECTORATE!

Mrs. Cunningham and Mr. Rielly's letter makes no mention of the French Immersion strategic planning committee. Senior officials, Trustees, and parent representatives (mountain and city) spent 18 months studying French Immersion. At the conclusion of their study they made recommendations to the Board as to how a NEW school was to be opened. Senior officials and upper city principals used these criteria to suggest a mountain location - Westmount.

Many parents see this as a complete waste of time (18 months and countless meetings). Why fill out a new survey because the Board will ignore it also. Do the Trustees NOT trust the officials to implement the policies that they set. What kind of hierarchy are the Trustees setting

up - patriarchal or site based management. If Trustees want the employees to do the kind of job they are capable of, do not give them the opportunity to make a decision then say that is not the one I want you to make. If people are given power to not take it away.

Some Trustees are concerned with a third school being opened below the mountain when numbers in the east end warrant it. If the criteria for opening a new program at a new school is followed - who is to say a new school will be opened - maybe Delta or Scott Park could have the program from Westdale transferred there.

I am angry and concerned, my son is in grade 8. Option sheets have to be filled out by early March (before winter break). A decision on a mountain school will not be made until the middle of March and then he gets his option sheet after the winter break. Will my son have as much time as other grade 8 students to fill out his sheet? Will Trustees' also guarantee that he will have the same opportunity to get his first choice of options or will he be receiving the leftovers in April or May?

The delaying of the decision to designate a mountain high school will not help those students at Norwood. This will confuse them - should I go to Westmount or Westdale? They are sure that Westdale will have a program but they are not sure of Westmount. Some may not wish this uncertainty and not indicate that they will go to Westmount.

When Westmount was designated by the Board I thought that would fit well with my son's education. He has the exemption "GIFTED". If Westmount is the site he can receive his French Immersion instruction and also receive parts of the Gifted program. Can the same be given to him at Sherwood? Many parents have a difficult time, at the end of grade 3 if they are in French Immersion, deciding if their child will stay in French Immersion or enter the Gifted program. Five years later he could receive both. Hopefully the Trustee's decision in December has not and will not prevent my son from reaching his full potential, at Westmount.

Respondent 303:

These decisions do not reflect school philosophy or approach to education. They reflect what would be most to our family life. Therefore, our home location I see the "Westmount 1990" model as developmental. What little I know of it "Journal of the Hamilton Spectator" interests me. What shape it will take over time I don't know. Whether or not it will be good for my child I do not know.

Respondent 304:

The decision will be made without the input of the parents. This has been traditional with the program.

Respondent 305:

Since the final choice will probably be between Sherwood and Westmount (both MOUNTAIN high schools) and it is MOUNTAIN students who need a program ready for September 1992, I am very upset that this survey was designed so that the residents below the mountain should have a say in the upper city school. This is even more annoying since mountain parents have already expressed their opinion in a superiorly designed survey provided in June 1991 by the P.T.A. at their own (and not the taxpayers) expense.

Half of Hamilton's population is above the mountain, but we certainly don't have half the city's French Immersion schools. This school should be our decision.

Respondent 306:

I do not like the new concept of education given at Westmount. It will not adequately prepare them for college or university. I like a more structured system with classrooms and teachers who lecture and are there to provide homework and guidance. I do not like this concept where by students are left on their own to pursue studies. It is very difficult to apply oneself to in adult hood to tasks at hand but even more difficult for a teenage to do so. My daughter will go to Westdale if no alternative is provided or she will leave the program.

Respondent 307:

In response to Question 3 - I am undecided because I do not know the location of the secondary school.

In response to Question 5 - I would rather my children leave the program than have them attend Westmount. I don 't like the learning program. I chose Sherwood and Westdale because Sherwood is closer to my house. Is there any chance that Hill Park would be considered as it seems a central location for the mountain.

Respondent 308:

I would be more than happy to have either Westmount or Sherwood as a "French Immersion Centre".

Respondent 310:

Both schools Westmount and Westdale are too far away in the west end. One of the schools should be located in center or east end of Hamilton.

Respondent 311:

We have another daughter who will be attending French Immersion to the secondary school level.

Respondent 312:

At this point, it is hard to select one school over the others - we do have plans on moving in the next couple of years (within Hamilton) and will continue with the French Immersion program. So what is acceptable for today could be a move point in the future. As for secondary education in French - a lot will depend on our children's preference.

Respondent 313:

Although, I would not pull my children out of the program rather than travel to Westdale; I feel it would be far more appropriate, as east end locations came on track, to have a far more central location for the lower city program.

Respondent 314:

The survey design implies that parental preference for school location is based on geography. My choice has always been based on the scholastic excellence of the school(s) offering French Immersion; my choice continues to rest of these factors. I have made many sacrifices to drive my children to school so far; to continue to arrange for transportation is not a major issue.

Therefore, my preference between Sherwood and Westmount will be determined by the academic excellence of the respective programs. I have been closely following the progress of the experimental program at Westmount. My final opinion, and choice of schools, will be determined by the status of that school when my child enters grade 9 (in two years).

Respondent 315:

Why is G.P. Vanier never brought into any of these discussions. Could it not take the place of Westdale as an Immersion school?

Respondent 335:

Actually, we are Wentworth County Board of Education who are rate payers to the Hamilton Board of Education. Area 1 is closest to us.

Respondent 340:

We may be moving to section 66 in the near future. If so, then Westmount would be our best choice. If that is not possible, then Sherwood would be our second choice either alternative would be satisfactory providing there is a French Immersion anywhere on the mountain area.

Respondent 341:

We have reservations about the program offered at Westmount and wonder if all students can handle the decision making and independent study schedule involved.

Respondent 342:

A fine program (Westdale) - I commend your efforts to save the community.

Respondent 343:

My children will not be affected by this however, I appreciate the questionnaire. It will give parents in other areas of the city a chance to have some say in the location of the French Immersion school.

Westmount would be a good location however, the method of teaching the English subjects may not be conclusive to the English needs of the students.

Respondent 344:

Having made the decision early in our children's lives that we would be enrolling them in French Immersion. We moved into the area that provided all facilities, i.e., G.R. Allan, Dalewood, Westdale. We have indicated on the reverse that we have one child SK, one child grade 2. We also have another child that is two years old and will be entering JK in September 1992. We plan to enrol her also in French Immersion.

Respondent 403:

We may move to the east mountain and Sherwood would be best.

Respondent 404:

If the French Immersion was not offered at Westdale we would likely leave the program.

Respondent 407:

My child will continue in French Immersion provided teachers are competent in the language. Too many teachers lack the language skills and papers appear with many spelling and grammatical errors.

Respondent 411:

It makes no sense to me to have the program offered at two west end locations. One in the west and one in the east is most reasonable.

Students now living in east Hamilton and Stoney Creek deserve a school close to their homes. There is room at Sherwood for this program and I hope council will agree.

Respondent 412:

We are almost right on the Delaware bus route. You're probably going to lose people because of the distance, bus transfers, etc. My children are already involved in music, theatre and dance. So we would be most interested in the excellent program at Westdale.

Respondent 413:

It seems to us that the decision has already been made for the future site of the French Immersion secondary school - Westmount or Sherwood. As there is already a secondary school in the west end of Hamilton, we think that the collective needs at the WHOLE of Hamilton would be best served with a secondary school placed in the east end of the city.

We think that Glendale would be an ideal site. There would be senior kindergarten through high school all at the same location.

Respondent 415:

Westdale because of the string program.

Respondent 417:

Perhaps, if busing was available placement wouldn't be such a problem.

Respondent 418:

In regards to choosing an additional secondary school for the French Immersion program: I think that it should be decided on majority level. If there are more students in one particular area, it should be within that vicinity. That would leave fewer students travelling any great distance.

Respondent 420:

The logical choice should be in a school area that permits the child to follow through middle to high school without having to commute to the extreme limits of the city.

Respondent 425:

We like the "Westmount 1990" program.

Respondent 426:

Thanks for offering a French Immersion program.

Respondent 428:

I cannot imagine why Westmount is even considered. There is already one French Immersion high school in the west end. If the main consideration for a new school is to service mountain children, then some consideration should also be given to east end children. Sherwood is accessible to both east end and mountain children. Both Westdale and Westmount are over one hour bus trips from Glen Brae.

Respondent 431:

We need a central mountain school for the mountain students.

Respondent 436:

We have another pre-schooler at home which we plan to also be put in the French Immersion program. I am glad you are considering also a mountain location for the secondary level.

Respondent 442:

I believe that for students living on the mountain, that Hill Park would be the most centralized school. However, I do not feel that it is very healthy for the students to attend a school which is already crowded.

I also don't think that Westmount is a good location as they are just trying a new program, and putting the French Immersion in that location might be too confusing all around.

We do need a secondary school on the mountain for all those students living on the mountain. As well, it will stop overcrowding at Westdale.

Respondent 446:

Having discussed this survey with other parents of children in Immersion, I am convinced they are selecting Westdale over Westmount because they have heard only negative comments of the "1990" program. Because this is such a different approach to education I feel that before asking parents to make a selection of secondary school an information session should have been provided. The Westmount program has improved since it began!

Respondent 448:

We have decided that we would not send our children to Sherwood for French Immersion high school if it were chosen as the mountain site.

We have been under the impression that central location and good accessibility were the two main criteria for choosing a mountain French Immersion high school. Sherwood has neither a central location nor is easily accessible using city buses. Why is it even being considered?

Hill Park is the most centrally located high school and is accessible by several city bus routes. The majority of students at Norwood live in wards 7 and 8 so if Hill Park is full, Westmount would be the next logical choice.

Norwood Park "Home and School Association" spent much time and effort surveying mountain French Immersion families and found that Hill Park was their first choice for a mountain high school and Westmount was their second choice. The Board is aware of this survey. What are more time and our tax dollars being spent on this survey?

Respondent 450:

Because of the "Westmount 1990" program, I would not have my son going to Westmount whether it is the chosen site or not. He would go to Westdale or leave the French program altogether, rather than attend Westmount. It is not the location of Westmount (although how the superintendent can say it's a central location is beyond me and I do not feel it's fair to have both Immersion programs in the west end of Hamilton (Westmount and Westdale). And I don't see how the superintendent can say Westmount is more accessible by bus than Sherwood). Once again it is not the location of Westmount to which I strongly object, it is the program "Westmount 1990". If it's such a wonderful program, I wonder why there is space for more kids? Could it be because of a mass exodus? I wonder.

Respondent 452:

I do not want a self-paced system as at Westmount.

Respondent 453:

I would like to know more about "Westmount 1990".

Respondent 455:

Question 3 - As parents, we would encourage it, but leave the final decision up to the child.

Question 5 - Unless strong personal motivation on the part of the child would bring them to take a long bus ride to either location.

Respondent 468:

Although, we as a family will be leaving the area and thus the program in June 1992. These simple questions are answered based on my knowledge of the new occupant's children educational needs.

Respondent 478:

I don't understand the problem with the decision to go with Sherwood. It makes the most sense! You have Westdale for lower and upper city west city. Sherwood provides service for both lower and upper east city! What would be more simple???

Respondent 479:

If I had to choose between Sherwood and Westmount, I would choose Sherwood because of negative feelings about the Westmount English instruction model.

Respondent 480:

We have been extremely pleased with the French Immersion program. I think it only fair that a French Immersion high school program on the mountain be made available. I think it is important that it be located at the school which is most accessible by public transportation.

Respondent 481:

We moved to this area specifically to be within walking distance to Pauline Johnson public school, which was then French Immersion. It has been at a great inconvenience that we chauffeured our child to continue in the Immersion program as we were told that Hill Park would most likely be the choice for French Immersion high school. That would have meant it would be within walking distance for my child again. Westmount would still be attainable by bus and I am in favour of the self-directed learning program there.

Respondent 482:

I am not pleased with this unnecessary delay and duplication of survey, nor am I impressed with the Trustees in my ward.

Respondent 494:

Education is a large part of the municipal tax structure. I do not think that we need to increase payment because of a new French Immersion program at another secondary school. Westdale serves well.

The cost of duplicating resources might be prohibitive especially since Westdale is still lacking in French resources (evidenced by my children's experiences). We have one daughter enrolled since 1975 who graduated and one son in grade 11.

We learned that busing to educational institutions is a way of life for many secondary school students using city transit, not only for French Immersion. It is more convenient to bus to Westdale than to Sherwood from our location.

We are not in favour of the "Westmount 1990" program. It is a good program for some but from our friends who have children in the system and a teacher at Westmount, it is generally not a good program.

Are there enough staff available to teach the program at a second facility? Westdale has had some very good teachers but also some very poor ones. We feel students suffer if one teacher teaches more than a subject of his/her expertise.

A facility will be required sometime. However, we feel the number of students moving through the system is too small to warrant a second facility at this time. Everyone needs to contribute to stem spending with the state of the economy.

Respondent 496:

My son is going to attend Westmount regardless if French Immersion goes there. He is undecided whether to stay in French Immersion or go to English. My oldest son just transferred

to Westmount at the beginning of the second semester because of the self taught learning program provided at Westmount.

Respondent 501:

The transportation problems will be great attending Sherwood. My daughter will have to use one or two transfers.

Respondent 503:

Regarding Question 3: "Undecided" will depend on how well they do in the French Immersion program, but would like to see them go on to the secondary level.

Respondent 505:

Since the program is already at Westdale and we live around the corner from Westdale, I do not really have an opinion about what other school should be chosen. It does seem fair it should be on the mountain.

Respondent 508:

Location would be critical for part of the decision.

Respondent 509:

I appreciate the opportunity to fill in this questionnaire, and I understand that you are concerned at the moment with providing an additional location for secondary school level French Immersion programs. I therefore assume that filling in the questionnaire is a somewhat academic process for my family, as we live in the Westdale area and our children will attend Westdale secondary school. My concern is that in time, French Immersion will be moved from Westdale secondary to another location. If this happens, I know that we and many other French Immersion pupils from the Westdale area will probably withdraw from the program. We have no interest whatsoever in having our children attend secondary school in another area of the city, so please do not do this! I write this in response to the recurrent rumour that a purpose-built French Immersion secondary school will be built in Hamilton at some point. Many Westdale parents feel very negatively about such a proposal and would undoubtedly fight it.

Respondent 511:

I don't understand why the French Immersion program, if at Westmount, would have to follow their present instructional model especially those subjects taught in French.

If there is only to be one French Immersion at secondary level on mountain it should be at Hill Park and provision made for overcrowding somehow (i.e., draw boundaries, portables).

Respondent 517:

I wish to express my feelings that I am outraged at the narrow scope this survey encompasses. I feel that your "points to consider" are leading and your survey questions do not address the needs or desires of the lower east city (who, over the past years have been promised various high school sites that area accessible to their students (and families). How do you feel that Sherwood will help them? It is very difficult access!

I further object that the Board of Trustees have breached their own policy of site location. This is an action that I feel must be revealed as a corrupt and underhanded play to manipulate the selection of a high school site **ON THE MOUNTAIN!** The actions of the Trustees makes all parents of all programs vulnerable to this manipulation. I intend to make "more noise" on this issue alone. This particular action on the part of the Trustees moves this issue from "an Immersion issue" to an issue of trust. I've coined the phrase "Board of Distrustees".

According to your own policy, the selected site location is WESTMOUNT, like it or not, you are committed. Overturn this survey, it serves no further purpose and you have involved an entire city in this manipulation. This is a mountain issue and the desires of the parents, superintendents and principals on the mountain clearly support a centrally located, easy accessible mountain high school. With Hill Park unavailable, Westmount becomes the school of choice on this basis alone!

Respondent 522:

When we enrolled our child into this program, we were told that the French Immersion high school would be Glendale. I don't want my child to go to either Westdale or Westmount. You say that the high school program would be set up like Westdale. I don't know any of the parents that I've talked to, that know how this program is set up. It would very informative if we were sent home information on this.

Respondent 524:

In my opinion, it is only appropriate that the east end of Hamilton should have the facilities.

Respondent 525:

All depends if I'm still living at this address by September. I may be living on the mountain.

Respondent 526:

We hope that the results of this questionnaire are provided to French Immersion parents, as well as the "reasoning" for the Board's decision.

Respondent 528:

Glendale school should actually be the one to carry on the program. Its right on the same grounds. The children are use to taking the bus there already.

Westdale is away too far and I would not allow my child to ride the bus through the downtown core each and everyday. You never know what would get on the bus downtown.

Respondent 529:

I have heard that only one more high school will be made into French Immersion. This being the case, one should be situated at each end of the city whether it be in the core or on top of the mountain. Bus access would be easier this way.

Respondent 530:

Those secondary schools mentioned do not help families of east end French Immersion students at all.

Respondent 531:

This questionnaire is only for mountain residents. Why bother with lower city input when it seems to be already decided. Maybe you need a lower city east end location and a upper city location.

Respondent 533:

Westdale is our choice because it has such a good reputation but if the program was established at Sherwood, we would consider it as an alternative.

Respondent 542:

With reference to parts "a" and "b" of number 5, the choice of "Leave Program" is a non-issue and should not appear on this survey. Also, with reference to number 5, a single part question asking which of three schools would be most accessible for people, would have sufficed.

Also note: the fact that there were no controls as to how many of this survey each family received, renders it substantially less relevant and less professional to say the least. A self-addressed, stamped envelope would increase the validity and reliability of any serious research questionnaire.

Respondent 543:

I have no objections to the French Immersion program being a part of the "Westmount '90" program. I think the program is an excellent one.

Respondent 547:

I have chosen Sherwood because I do not approve of Westmount's teaching concepts. I do not like the west mountain. Buses on Limeridge are slow.

Westdale would be preferred to Westmount. My daughter will also start French Immersion in two years so I have a double interest in this program. Since Hill Park and Barton are full, Sherwood is more logical as Westmount has a controversial teaching program.

Respondent 552:

If the program was to be put in Westmount, I would send my daughter to Westdale to continue the program. If she were not allowed to go to Westdale, I would take her out of the program completely. I do not like the type of program that was installed at Westmount. I have heard nothing but complaints about his program from teachers, students and principals.

I have heard that it is becoming more and more difficult to obtain good secondary school French Immersion teachers. If this is the case, rather than import them from other provinces, I would like to see it maintained in one school rather than spread it out and weaken the program.

Respondent 553:

This survey is not at all well composed for at least two versions. 1) When one chooses Westmount for French Immersion, one apparently also chooses the program of individual study. My daughter prefers the location of Westmount but not the individual program. 2) We have two children in French Immersion. They do not have the same school choices. So how are we to fill out this questionnaire. The survey should have been written to allow sets of choices for different students. Also, it seems to me, by the wording of the questions that you favour Sherwood.

Respondent 556:

Why weren't the results of the last survey used? Why waste taxpayers money by doing this survey twice? I strongly resent having to pay for this survey again as a result of some newly elected Trustees, who appear to want to expend money to redo work already completed.

Respondent 558:

A single central school for the city (upper and lower) would give students a greater variety of subjects and ideally, the best resources for use by all. This would hopefully be staff as well as library.

If Westdale is to be continued as a French Immersion school, then can you get the H.S.R. to have a "Beeline" stop at Paradise or Longwood in order that students may be able to get across the lower city quickly and/or meet mountain bus sometimes more quickly.

Respondent 562:

Due to an older child already attending Westdale, we are committed as a family to Westdale school regardless of any other options.

Respondent 571:

Our children would attend Westdale because of its programs, standards, etc. Our children come from Earl Kitchener, Ryerson and all their friends are going to Westdale and that is the school they wish to attend.

A secondary school on the mountain is not a choice for us.

Respondent 581:

Please consider the feasibility of mixing a contained French Immersion program with an English "Westmount 1990" program. The Westmount support staff (guidance, learning resource, library, etc.) are geared toward the self-paced learning program. Can both styles be accommodated without affecting the integrity of either program?

Respondent 583:

In principle, I like the idea of the self-paced program at Westmount. However, I would like to find out how the program has helped/hindered students as they hit university. Also, should studies show students entering university from Westmount at a disadvantage; would we be required to send our children there.

With Sherwood, I'd like to check out the actual travel time by bus to Sherwood vs. Westdale and again should be free to choose which school?

Respondent 589:

As my son is not staying in the program in high school the questions are not applicable to him, but I have circled my preferences as though he were continuing.

Respondent 592:

There should be at least two locations below the mountain and two locations on the mountain for French Immersion secondary to adequately provide reasonable travelling for secondary students. Either that or you insist on French Immersion secondary as one on the mountain and one below the mountain, then transportation should be provided so students don't have unreasonable distance to travel!!

Right now, I am more concerned with the placement of French Immersion students in the grade 6 - 8 level. The options which have been presented to us have left us unwilling to allow our child to travel such far distance on public transit!

Respondent 594:

I also have one son in regular elementary and would like the opportunity to send to secondary French Immersion. My son could not attend Sanford Avenue French Immersion because he is one grade ahead of the program and other French Immersion programs are too far to travel.

Respondent 596:

We'll never get a school on the mountain. I feel French Immersion students are treated poorly anyway - just look at the busing issue. There is obviously a demand for the program but we aren't treated the same as non Immersion students. If we need a school on the mountain - do it! If we need busing - do it! You'd have to provide it anyway if the Immersion program no longer existed.

Respondent 619:

We have another child beginning French Immersion in two years.

Respondent 630:

Our number one criteria for placement of our children has always been neighbourhood school. Had the program not been (fortunately it is!) in our neighbourhood, the English stream would have been chosen.

Had we chosen a placement out of our area we consider it would have been 100% our responsibility to transport our child.

Respondent 640:

We feel it is important for children to attend a school in the neighbourhood and not be uprooted (of course whenever possible). Also, one should consider the cost of busing. There are many students in Immersion programs in Hamilton - west - Westdale high would be a good choice. We would seriously consider removing our child from the Immersion program if another school than Westdale is chosen.

Respondent 649:

We believe some funding should be available for students using public transportation (HSR). Our daughter is in grade 6 already and must spend a minimum of \$240.00 a year for bus tickets alone. We also have a son in grade 4 and a daughter in grade 1, who will also require the same transportation in the next two and then three years (respectively) in the French Immersion program.

Respondent 654:

We would like to continue our children's education in French Immersion program. However, I feel that having to travel such a great distance to Westdale or Westmount, would be too trying both physically and mentally, as well as extremely time consuming (i.e., 1 1/2 to 2 hours per day on a bus). Their extra curricular activities would be severely impaired.

Since we reside in east Hamilton and a secondary school for French Immersion is already in place in the west end of the city, we feel any additional plans for the French Immersion secondary program should accommodate the east end and Stoney Creek residents, which makes up a large percentage of the elementary French Immersion program. If the current secondary schools are too overcrowded at present, perhaps we should be looking into the vacant Bishop Ryan or other vacant schools. Also mentioned by our children was the fear of losing some of their long time friends who would opt out of the program because of the excessive time and distance required to attend. Because of the limited French Immersion enrolment and geographical locations of the schools, the children are forced to make friends outside their neighbourhood area in a number of cases. These children have been together since Junior Kindergarten and it would be most unfair to have some of them have to attend a new school with no friends at all.

The French Immersion secondary program should not be limited to the west end of the city, but should be equally available to east end and Stoney Creek students without the loss of friends and time.

Respondent 657:

I do not want to be taxed for any further schools. The ones existing are on a semester system which has anything but the student in mind! Math given in French should not have a time lag of about six months before a student takes it again. Perfect what you have first before you plow ahead with another poor quality program! Also, we should look at the quality of teachers and supply teachers used for the existing schools.

Respondent 660:

Since it is quite clear that there won't be French Immersion at Delta (since the east end of Hamilton is always short changed in preference to middle-class WESTDALE) it appears that we have no choice but to have our son attend Westdale! We therefore are obliged to pay the cost of transportation across the city to obtain French language services while Francophone children are bused FREE OF CHARGE to a French only school (Notre Dame) across the street from our home. We have attempted to get our son into Notre Dame but have been informed (in writing) that this school is for children with French parents only. Thus, it is quite clear that the Hamilton School Board condones linguistic apartheid while offering only the dubious alternative of Anglophone French Immersion.

Respondent 670:

I feel that this survey is unnecessary because parents at Norwood Park have already conducted a survey, and the Task Force (Board) formed had dealt with all issues and named Westmount as the site.

Along comes a newly elected Trustee, who decides this survey should be done, which I feel has contributed to a delay in setting up the French Immersion secondary program.

Prior to making my decision and providing my input through completion of this questionnaire, I attempted to meet with the guidance counsellor at Norwood Park. I was unable to set this meeting because he had been given instruction not to provide information about any high school programs to any parent - in other words "A GAG ORDER". This instruction apparently came from a superintendent, but I have yet to be able to determine if she ordered it, or if someone ordered her to order it. No matter who ordered it, I feel that my rights to obtain information from our present school is violated and as a tax payer - paying the salaries of Trustees etc., I am not able to access information as I should be able to do. I call this discriminatory! Because I had no opportunity to speak with my children's school counsellor, I had to directly contact the schools I wanted information about.

Also, because this unnecessary questionnaire is wasting more time, my child does not have her option sheets, while English grade 8 students do have them - another discriminatory act!

Parents will remember names of Trustees when they next vote - and they will remember where they got support from when it was needed.

Respondent 671:

My son would certainly leave the French Immersion program if he has to attend Westmount and follow the same type of instructional model as is there now. We feel that in order to make French Immersion be beneficial to students, they must have a very structured and organized program laid out for them and certainly not one (such as that at Westmount at present) which is still under study and on a "trial basis".

It would be most unfortunate to have to leave the program but we feel as we are sure others do, that it would be unfair to our children and to the French Immersion program to place it in a school where there is so much controversy and unrest.

Respondent 673:

Although Westmount is the best location, we would prefer if our daughter not be exposed to the present self-paced learning program at Westmount. Our objection stems from the fact that most grade 9 and 10 students are not ready for that system. We do not think our daughter could handle it efficiently.

To this point, we have been extremely satisfied with the decision to opt for French Immersion. However, based on our present predicament, we have started to question that decision. I am sure many parents will be more reluctant in the future to enrol their kids. This could have a tremendous affect on the future of the French Immersion program.

Respondent 676:

Westmount would be considered if it did not have the self-paced learning program.

Respondent 678:

Not interested in weakening Westdale's program by opening a new program. Do not care for new program at Westmount. Do not want student in school where only grade 9 French Immersion available first year. Find cost of city bus too high for two students and feel if Vanier gets bus tickets French Immersion students should too. Would have considered Vanier but too few options - seemingly lower standards of instruction as reported by my student upon visiting same.

Respondent 681:

Speaking as a grade 12 student, attending Westdale in the French Immersion program, many disadvantages lie with adding another location for French Immersion education at the secondary education.

(1) Resources would not be as strong or as numerous as in Westdale where the program has already been established.

(2) Because those students in Westdale might leave the program, less new courses could be offered in Westdale because of the low number of students.

(3) Those who participate in the French Immersion program have a strong spirit and pride in this fact. A program starting in a new school may be frowned upon by other students that may cause a sort of separatism between new and old students.

(4) Expansion of the program in Westdale should be considered rather than starting up a new location. It would save time as well as money.

(5) Westdale is located in an easily accessible area. A student can take a bus from anywhere in the city to Gore Park where he can take a Main West, a West Hamilton, a University, or an Aberdeen bus. If it is a matter of accessibility, why not give us the privilege that others receive who pursue special programs in the school system. The distribution of free bus tickets would be greatly appreciated. Those in Gifted programs receive this privilege, why not those in French Immersion?

Respondent 682:

Do we really have a choice?

Respondent 685:

A concern that with the budget problems now and in the future it might be better to keep all secondary Immersion courses in one school. More teachers and therefore variety of subjects could be offered, more extensive and up to date library/computer etc. facilities could continue to build, perhaps extra curricular clubs could be offered in French, exchanges or trips could benefit from an increased enrollment in one school.

Respondent 686:

We are fortunate to be living in west Hamilton near Westdale secondary where the program is up and running. Faced with the choice of having our children leave their natural neighbourhood to continue in French Immersion would be difficult. Unless children were strongly motivated to remain in the program, they likely would leave the program rather than travel to a school outside the area.

Respondent 697:

I understand that Wentworth County Board of Education uses part of Sherwood i.e., is this then that Hamilton Board of Education makes more out of this deal? i.e., "rent" money.

The extended Alter-Ed. (independent study) program is good for some kids but to force French Immersion to also be Alter-Ed. French Immersion really narrows the program/type of kids that would best benefit from the mountain area (too much to handle - French Immersion/Alter-Ed/very narrow criteria). The choice should be Sherwood as they don't have the "Alter-Ed" concept though the Board may/may not lose money, depending if/how the Hamilton Board gets more cash from the other Board over and above the overhead.

Move "Westmount 1990" to Sherwood. Westmount is down in numbers just as Sherwood is. Put French Immersion in Westmount with a regular program and shift over the other boundaries.

Respondent 699:

Since we live below the mountain I feel this decision doesn't affect me. Sherwood does seem most logical since it would balance east and west ends of the city. As I understand it, there is considerable questions in respect to self-paced learning and I don't think French Immersion kids need that extra stress (Westmount).

Respondent 701:

The travel time is too excessive to allow my children to continue at the secondary school level. No thought appears to have been given to the needs of students in the east end lower city. The bus connections to the mountain from our area are very poor and would mean a minimum of one hour each direction in travel time.

I do not understand why Westdale continues to be the main feeder school when there are many students who are in the French Immersion program in other areas of the city. A more central location - single track if necessary would make more sense.

Respondent 703:

Will have to leave the program if no busses.

Respondent 710:

Our daughter is in grade 8 at Ryerson middle school. At present she is undecided about French Immersion in secondary school but she is leaning toward leaving the program and taking advanced French only.

Respondent 714:

I think it would be a good idea to also include the secondary high school in the Separate School System to help with the Immersion programs accommodation.

Respondent 716:

I have a child already attending Westdale and she would continue attending Westdale regardless of what mountain school has the French Immersion program. My other daughter, however, who is in grade 6, would most definitely attend Westmount or Sherwood, or whatever mountain school incorporated the French Immersion program.

Respondent 721:

Westdale has provided a wonderful secondary education for my children. I work near Westdale so transportation has not been a problem.

Respondent 723:

Board of Education should provide bus pass for students who request to stay in French program 9 to 12 and OAC year.

Respondent 725:

I would not leave Westdale no matter what other school provided the French Immersion program. For other families who can't afford transportation, it would be good to have a school with French Immersion on the mountain.

Respondent 728:

Presently attending Westdale. Sherwood is closer but transportation is not as convenient.

Respondent 733:

Keep the program at Westdale.

Respondent 734:

Why do parents in the lower city have a say in a mountain high school? Are you trying to push Sherwood for the lower city pupils?

Sherwood access is bad for both mountain and lower city. Future mountain growth will necessitate its use for the regular program when the Wentworth students are out of there.

The "Westmount 90" program would be good for the Immersion pupils.

Respondent 737:

Having spoken to parents of students attending Westmount, I would be very much against my child attending that school. Neither I nor my daughter have the type of discipline required for a "self-paced learning program". I think it would take a very mature student to succeed in such a non-structured program.

Respondent 738:

I think the combination of the "Westmount 90" program and the French Immersion program is IDEAL.

As a taxpayer, I resent the waste of money entailed by additional research undertaken by the Board at the instruction of the Trustees. Employees of the Board should be trusted by the Trustees or, if they are not competent, they should be fired. They have not been fired, therefore I assume they are competent. Their recommendations should have been accepted rather than waste tax dollars.

In addition to the information on the other side, I also have another child entering French Immersion in September: therefore, I have an interest, for the next 14 years in where the French Immersion high school is located. Were we to move to the east mountain, I still believe Westmount would be the best choice!

Let a decision be made before my youngest is in high school!

Respondent 739:

Westmount would be a good choice, with out the program "Westmount 1990".

Respondent 743:

I would prefer to see portables at Barton. They are used everywhere and seem to be an essential evil! It would certainly be preferable to the distance of Westdale or Sherwood even.

There is no way I want to participate in the Westmount excremental self-learning even in English.

Respondent 744:

In our family we have one student left in the French Immersion program. The other one has already graduated. The one remaining, has attended Westdale for four years now because of the French Immersion program and has a solid peer group there. She has no intentions of leaving in her final year. Whereas, had the program been offered at Westmount four years ago, she would have definitely attended Westmount instead of Westdale. I believe there should be a French program offered at a secondary level, on the mountain. It would make transportation easier.

Respondent 745:

As a parent and a teacher of French Immersion (14 years), I am having great difficulty understanding why a new group of Trustees has total disrespect for decisions made by their predecessors. Teachers are the most affected by the upcoming budget cuts. How can you justify the costs of repeating such a survey and the waste of paper. You don't even use both sides of the paper!

French Immersion has proven itself over and over again. Why are we continuously met with such resistance and close-mindedness amongst several new Trustees. All European countries teach not two but three languages to their students. French Immersion teachers are faced with longer hours of preparation and translation than their English counterparts ever do! But WE don't complain.

Trustees, stop badgering us. Try promoting Canadian unity right here in Hamilton. I congratulated the French Immersion parents (who are Anglophones) who are willing to do so.

Respondent 746:

I am a parent of one child currently in grade 3 at Norwood Park elementary school. Another child will be entering the French Immersion program in September of 1992. I wish to offer some thoughts on the selection of upper city secondary school for the program.

The June 10, 1991 Accommodation Report suggested, without directly specifying, that Sherwood secondary school would be a strongly considered school for the French Immersion program. This was reported in the Spectator the following day. The school originally and also strongly recommended several years ago was Hill Park secondary school. Currently the figures show Hill Park at 103% and Barton at 113% capacity; both show me sigh of trend reversal. It is a reluctant, but accepted fact that neither schools are viable options for sit selection.

This leaves Westmount at 71% and Sherwood at 86% using 1991 figures. Westmount's Vice-Principal tells me that 250 students would be the expected consistent number of a full French Immersion program, grades 9 - OAC. By 1995, Board estimates indicate Westmount will be at 58% capacity, i.e., 774 of 1,212 and Sherwood at 61% capacity, i.e., 812 of 1,330. Both schools could more than adequately hold the program.

In the next few years the Wentworth Board of Education is expected to "pull out" several students (300 plus estimated) as was agreed to in 1989 when "temporary" use of Sherwood was arranged. Since the decision on French Immersion affects the next several generations of secondary students, this factor must be figured into the equation.

I am also under the presumption that the designated school will still be a mountain school, as was indicated by the Director's Office, although not specifically addressed in the questionnaire, as pointed out by a trustee in January, 1992.

The next issue is one of perspective. If this was only a mountain school issue, a centrally located school would be fairest, to be sure. I feel this view is somewhat narrow in scope. I look at it from a municipal perspective for the following reasons.

The latest funding cutbacks from the Ontario government have further heightened fiscal awareness at the Board and Trustee levels and are increasingly conscious of the cost of any new programming. It is indeed fortunate that the addition French Immersion finding has already been included for this year's budget.

With this in mind, I can see little hope of a third French Immersion secondary school in the lower east end of the near future or "when the warrant" as recommended in the French Immersion Planning Committee Report. This effective would deny an entire generation (ten years, if not permanently) of elementary children access to a secondary school within a reasonable distance from their homes.

Let is also be said that the vast majority of French Immersion parents have accepted from some time, that they will be responsible for transporting their children to whatever school is necessary because this is such a personal option in education.

One possible compromise on accessibility would be to choose Sherwood secondary school. It would be very difficult to justify to an east end parent why Westmount was found to be a better location. A choice between there and Westdale would have little appeal in that both school are three to six miles away, through city traffic. Your own map shows both school =to be overwhelmingly west-of-centre. A Westmount choice would undoubtedly send a clear negative message to east end parents who would be considering enrolling their children in French Immersion at the S.K. level.

The decision to move the French Immersion secondary school program from Sir John A. Macdonald to Westdale was generally reflective of neighbourhood pressure for the program. Rather sadly, the decision to bow to the pressure is particularly relevant in that it served to distance the site from a larger number of people in Hamilton.

This is a faint accomplishment. Surely bowing to more local, narrow interests a second time can only cause further resentment in a city that has been seen as placating to western desires for years. I have lived in this city all my life and no one can tell me this is not the accepted public perception.

The Board's Research Department has produced a map indicating French Immersion student residents (I believe it is still housed in the Language Co-ordinator's office). While there is some indication the lower city has more numbers west-of-centre, the mountain shows no clear cut advantages to any neighbourhood, indicating concentrations in three areas and an overall semi-circle from the west mountain southward to the Sherwood area. Surprisingly the central mountain was rather sparse. The further growth in the mountain is directly southward.

Those who make the case for a western school due to numbers alone, fail to mention, or possibly even realize, that the services were provided there first at the expense of the other areas. Is it any wonder that a non-service would like the same opportunity for program accessibility and growth.

The self-pacing program at Westmount ("Westmount 90") has also complicated the locational issue. Unfortunately the two are so clearly linked that both must be considered when making a choice. I personally see great potential for the self-pacing concept. Canadian academic performance has been weak compared to less affluent nations. Canadian high schools recently placed a mediocre 9th of 20 in math and sciences. I feel the element of challenge has been missing from our approach to education for some time and is only one symptoms of Canada's lackluster performance in global competition. Self-pacing may spark the recovery for the future.

The "Westmount 90" program had some major hurdles to over-come after its first unsettled year, i.e., neighbourhood parental anger manifested in pickets of protest, student transfers, student failures. Many of these problems have been addressed and should continue to fine-tune a progressive program.

There are those who would avoid calling it a "magnet" school. At this stage, it is as much of a magnet school for self-pacing as Churchill is to refrigeration or Macdonald is to commercial art. The question is, can it be wise to inject another program into an already disrupted situation? Perhaps not, but one isn't sure.

A Trustee made an extremely thoughtful observation. If the "Westmount 90" program is to become ultimately successful, as expected, he/she felt returning students would eventually repopulate Westmount to a point where accommodation may become a problem if French Immersion was also there. Information received from Westmount's Vice-Principal is that this trend may have already started. 80 have left Westmount and 86 have come in.

The presumption appears to be that the French Immersion program should be placed in a school that offers little chance of "bumping". This was a concern expressed by parents in their comments in the Norwood Park Home and School questionnaire. This survey was well-intended and designed to make the Board aware of parental concerns but more confusion seemed to be created.

However laudable the intent, it took on far greater creditability than it should have. It was a non-professional effort. What surprised me most was that no one at the Trustee, Superintendent or Research level asked for a sample of the survey or the manner of its distribution or data calculation. And yet, some people at all those levels were citing the survey results to support their own positions. Any errors were by no means intended to deliberately mislead but imprecise impressions were indeed the result.

The distribution was intended to service French Immersion parents on the mountain. Again, I feel this a city-wide issue. The Board's decision to create the attached survey and distribute it on that basis was a most welcomed event. It renewed some faith in the process of fair play.

I have made dozens of phone calls to Trustees, Superintendents, Principals and parents. After I received mixed signals, i.e., conflicting information, apathy, lack of awareness, divided allegiances, unrelated personal hidden agendas as well as sincere, responsible, conscientious attitudes. This politicking only served to strengthen my resolve to try and succeed in reaching a decision that is fair, a decision that is right, and a decision that would allow our children reasonable access to a very worthwhile program at low or no extra cost to the city, a city that may never again see the full economic flower of its industrial roots.

Hamilton property tax payers are over four million dollars in areas. This is by far the most in the surrounding area. Such a situation calls for great fiscal responsibility. Hopefully, in the years to come the Board will have proven the value of self-paced schooling and will encourage its use in other high schools. In the meantime, if Hamilton is to have only two French Immersion secondary schools, then Sherwood secondary school can be the only site chosen by logical assessment and moral fairness.

Respondent 747:

The option of Gifted and French Immersion has not been addressed by our Board. The "logic" has been that French Immersion is an "elective" program and hence gifted need not be provided.

In many families there has been a need for both but since French Immersion is chosen at Kindergarten and the screening for gifted is done at the end of grade 3, we made the choice without all of the information.

At Westmount congregated gifted classes could be chosen as well as congregated French Immersion. The program at Westmount should be considered an asset by all families in Hamilton. To have the opportunity to have power over their own lives in a responsible choice by families. Our students are far more capable than we give them credit for or acknowledge.

Comments regarding Westdale as a choice: The mountain provides a barrier for direct bussing to Westdale for mountain students. Because of this all Immersion students must transfer one or more times to get to Westdale by bus. As a teacher at Westdale I know of one student from the Sherwood area who left the Immersion program because he spent up to an hour one way getting to school. Students who live in my area, (central mountain by Limeridge Mall) tell me that on an average they spend one and a half hours travelling to and from Westdale by bus and this only if there are no complications. In spite of the value of French Immersion I would not let my children spend that much time overcoming the barrier of the mountain.

Comments regarding Sherwood as a choice: Sherwood is located on the extreme east of the mountain, meaning that the majority of students would have to travel farther to get there. The principle of the greatest good for the greatest number makes it a poorer choice than Westmount.

Comments regarding Westmount as a choice: Westmount is more centrally located than Sherwood (that's why Immersion parents recommend Westmount over Sherwood) and this means less travel time for the majority of students.

Finally, Westmount's program provides the best opportunity for students to make the most of themselves. Isn't that what all parents want?

Respondent 748:

Two other pre-school children: plan for all three to take French Immersion throughout public and high school.

Respondent 750:

I am concerned that politics between the Board and Trustees is playing a big part in the choice of a school for the French Immersion students.

The staffing tactics is of real concern to me. These types of surveys could not possibly help you make a wise decision in selecting a high school.

Please make a decision and then we'll decide if our family can adapt to the choice. Every family will have different priorities and needs.

At the same time, the Commission has been working to ensure that the public is well informed about the Commission's work. This has been done through a variety of means, including the publication of reports, the holding of public hearings, and the use of the media. The Commission has also been working to build a strong relationship with the public, and to ensure that the public is able to participate in the Commission's work. This has been done through a variety of means, including the holding of public hearings, the use of the media, and the publication of reports. The Commission has also been working to build a strong relationship with the public, and to ensure that the public is able to participate in the Commission's work. This has been done through a variety of means, including the holding of public hearings, the use of the media, and the publication of reports.

The Commission has also been working to build a strong relationship with the public, and to ensure that the public is able to participate in the Commission's work. This has been done through a variety of means, including the holding of public hearings, the use of the media, and the publication of reports. The Commission has also been working to build a strong relationship with the public, and to ensure that the public is able to participate in the Commission's work. This has been done through a variety of means, including the holding of public hearings, the use of the media, and the publication of reports. The Commission has also been working to build a strong relationship with the public, and to ensure that the public is able to participate in the Commission's work. This has been done through a variety of means, including the holding of public hearings, the use of the media, and the publication of reports.

Page 10

The Commission has also been working to build a strong relationship with the public, and to ensure that the public is able to participate in the Commission's work. This has been done through a variety of means, including the holding of public hearings, the use of the media, and the publication of reports.

The Commission has also been working to build a strong relationship with the public, and to ensure that the public is able to participate in the Commission's work. This has been done through a variety of means, including the holding of public hearings, the use of the media, and the publication of reports.

Education Centre
100 Main Street West
Hamilton, Ontario
1992 03 10

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Provincial Mathematics Reviews

As a part of the Program Plan in Mathematics, the Board invested in the Provincial Reviews in Mathematics for all grade eight students, students enrolled in grade ten general level mathematics and grade twelve advanced level mathematics. The review took place during the spring of the 1989-1990 school year. School, Board and Provincial results of the review have finally all been released. Attached you will find a copy of the Provincial Report Card for each of the reviews.

The results of the reviews provide information that will be used to rethink and refocus our delivery of mathematics programs across the system.

The response to the results is occurring at two levels. At the system level three teams have been established to interpret the results of the review and to develop an Action Plan for Mathematics renewal. Teams at each of the grade levels will be focusing on issues from student and teacher questionnaires. Each of the schools involved will be responsible for interpreting their school results and preparing a plan for the renewal of their school mathematics programs as it relates specifically to their own results.

Mathematics education is at an important crossroads, not only in Hamilton but worldwide. The amount of new mathematical knowledge that is available to our students has tripled since the 1950's. Technology has had and continues to have a significant impact on this knowledge and the ability to deal with it. Our work with these reviews is an important step in ensuring that the students in our schools have the best possible opportunity to acquire this knowledge along with the skills and attitudes that they will need for the twenty-first century.

Recommendation

That this update on the Provincial Mathematics Reviews be received for information.

Prepared by: Harry F. Traini, Mathematics Co-ordinator
Special Assignment - Program Department

Submitted by: Elizabeth G. Bond
Superintendent of Program

Approved by: Keith A. Rielly
Director of Education and Secretary

Education Center
100 West 10th Street
Harrison, Ohio
45030

To the Chairman and Members of the
Operations Management Committee
Harrison Board of Education

Dear Sirs and Gentlemen:

Re: Educational Materials Review

As a part of the program plan in implementation, the Board of Education is pleased to have the Operations Management Committee review the materials used in the classroom. The review will be completed by the end of the 1975-76 school year. The review will be completed by the end of the 1975-76 school year. The review will be completed by the end of the 1975-76 school year.

The review of the materials will be completed by the end of the 1975-76 school year. The review will be completed by the end of the 1975-76 school year. The review will be completed by the end of the 1975-76 school year.

The review of the materials will be completed by the end of the 1975-76 school year. The review will be completed by the end of the 1975-76 school year. The review will be completed by the end of the 1975-76 school year.

The review of the materials will be completed by the end of the 1975-76 school year. The review will be completed by the end of the 1975-76 school year. The review will be completed by the end of the 1975-76 school year.

Respectfully,

This report on the Educational Materials Review is intended for information.

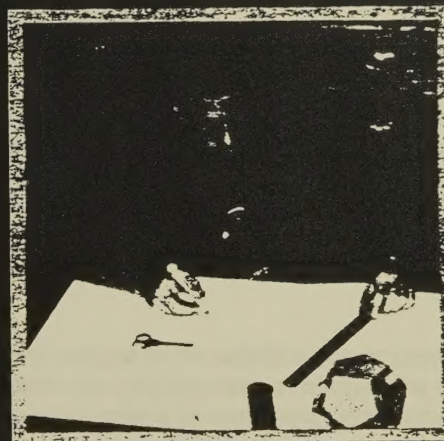
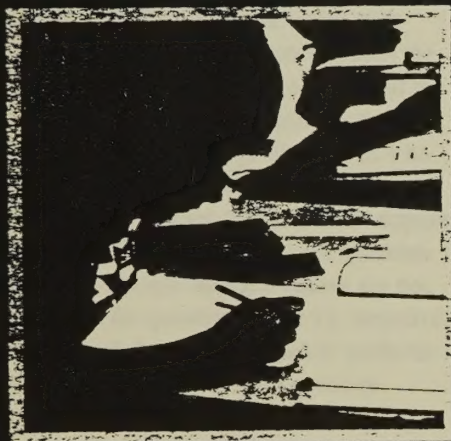
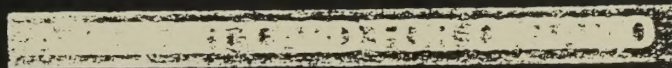
Prepared by: Mary E. Fenn, Curriculum Coordinator
Special Assignment - Program Development

Submitted by: William C. Bond
Superintendent of Schools

Approved by: Keith A. Bell
Director of Education and Safety

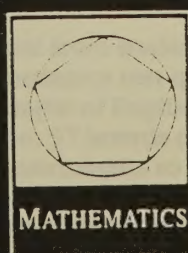
Mathematics

Grade 8



Ministry
of
Education

Ontario



Mathematics

Grade 8

Sample Questions From the Review

Selected questions from the Grade 8 mathematics review are reproduced below. Two boxes appear under each question. The left-hand box contains the percentage of students who answered the question correctly. The right-hand box contains the percentage of teachers who indicated that students had had the opportunity to learn the material or acquire the skills needed to answer the question. The opportunity-to-learn figures are not available for questions 13 to 15, inclusive.

The panel rating of students' performance is also given for each question.

1. Calculate $18 - 4.87$.

- a) 4.69 c) 14.13
b) 13.13 d) 14.23

63 99

Panel rating: *marginal*

This question involves subtraction of decimal numbers.

2. The expression $2 \times 2 \times 2 \times 3 \times 3$ is equal to:

- a) 6 + 9 c) 12
b) $3 \times 2 \times 2 \times 3$ d) $2^3 \times 3^2$

95 100

Panel rating: *superior*

This question measures the students' understanding of exponential notation.

3. Calculate $4 - \frac{2}{3}$.

- a) $4 \frac{2}{3}$ c) $3 \frac{1}{3}$
b) $4 \frac{1}{3}$ d) $\frac{2}{3}$

70 98

Panel rating: *satisfactory*

This question involves subtraction of fractions.

Introduction

Provincial reviews form part of the Ministry of Education's ongoing commitment to the monitoring of school programs. The results serve to inform the public about the performance of the educational system in Ontario and to assist schools, school boards, and the Ministry of Education in improving teaching methods and raising the level of student achievement.

A provincial review of mathematics was conducted in selected Grade 8 classes in Ontario during the spring of 1990. The main questions answered by the review were "How well are Grade 8 students achieving the goals of the mathematics curriculum?" and "How are Grade 8 students taught mathematics?" Highlights of the results are listed below.

Highlights

- Grade 8 students are achieving at levels judged to be satisfactory or better in more than half of the topics in the mathematics program; achievement was rated strong in three topics, satisfactory to strong in one topic, satisfactory in five topics, marginal to satisfactory in one topic, marginal in five topics, and weak in two topics.
- Student achievement is strong in organization and representation of data, three-dimensional geometry, and applications involving the use of calculators.
- Student achievement is satisfactory in the following areas: whole numbers and decimals; factors, powers, and square roots; ratio and rate; variables, formulas, and equations; properties of plane figures; and hands-on tasks.
- The following were identified as areas of weakness: fractions, per cent, integers, measurement, geometric constructions, geometric transformations, process problems, and mental computation.
- Achievement levels are slightly higher for male students than for female students.
- Student achievement was higher in 1990 than it was in 1981 on a set of identical questions.
- Most of the students say they believe that mathematics is important for employment, is helpful to them outside school, and is equally important for boys and girls. More than two-thirds of the students say they like mathematics.
- The most commonly used methods for teaching Grade 8 mathematics are presentation of information to the class by chalkboard or overhead projector and assignment of individual work.
- Sixty-seven per cent of the teachers say that their students have access to computers for mathematics; 86 per cent of the students say that they never use computers in mathematics class.
- Seventy-two per cent of the students do at least half an hour of mathematics homework per week, and, of these students, 26 per cent do more than one hour of mathematics homework per week. Five per cent of the students do no mathematics homework. Fifty-three per cent receive help with mathematics from someone at home.

How was the review conducted?

Information was collected from students, teachers, and principals by means of questionnaires and mathematics test questions. The data in this report card are based on a provincial sample of English-language schools (4949 students and 197 teachers). In addition, 57 boards chose to have all their English-language schools administer the instruments so that they could receive summary data at the board and school levels.

A detailed presentation of the results of the provincial review is contained in *A Report for Educators*. Participating schools and school boards have received reports containing local results. A provincial review was also conducted in French-language schools, and parallel reports are available in French.

4. Nunzio received a mark of 20 out of 80 on a science test. What per cent did he receive on the test?

- a) 40 % c) 20 %
b) 25 % d) 4 %

57

97

Panel rating: weak

This question requires the students to calculate a per cent.

5. Which of these integers is greater than -3?

- a) 0 c) -6
b) -4 d) -10

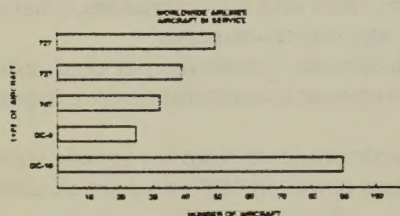
94

77

Panel rating: superior

This question measures the students' knowledge of the relative magnitudes of integers.

6. The graph below shows the number of aircraft for Worldwide Airlines.



The total number of aircraft Worldwide Airlines has in service is about:

- a) 235 c) 265
b) 250 d) 280

78

90

Panel rating: satisfactory

This question measures the students' ability to read information from a bar graph.

7. What is the value of p in $\frac{p}{2} + 5 = 9$?

- a) 4 c) 8
b) 7 d) 14

55

78

Panel rating: marginal

This question requires the students to solve an equation with one variable.

What types of questions were students asked?

Most of the questions in the student booklets were multiple-choice questions, to which students responded by choosing the correct answer from four or five possible responses. Some questions required a written response, such as a numerical answer, a geometric construction, a diagram, or a complete solution to a problem. The students were not permitted to use calculators for the main section of the review. A small number of questions was added to measure students' ability to use calculators. Students were also given twenty mental-computation questions; these were presented orally, with only the numbers given visually, and students were not permitted to use paper and pencil to perform the calculations. In addition, teachers observed student performance on a set of practical tasks requiring the manipulation of materials.

The assessment questions covered the following components of the mathematics curriculum:

1. Numerical methods and algebra:

- understanding place value; doing calculations, making estimations, and solving problems involving whole numbers and decimals
- determining factors and square roots and using exponential notation
- doing calculations that involve fractions and mixed numbers; converting fractions and mixed numbers to decimals
- understanding ratio and rate and using them in simple applications
- calculating per cents and using per cents in practical problems
- locating integers on a number line and ordered pairs in the plane; adding and subtracting positive and negative integers
- organizing and representing data in pictographs, bar graphs, broken-line graphs, and circle graphs
- performing algebraic manipulations involving variables, formulas, and equations

2. Measurement and geometry:

- determining perimeter, circumference, area, and volume and using metric units
- making geometric constructions
- identifying properties of plane figures and applying properties in numerical calculations
- recognizing and sketching three-dimensional objects
- identifying and drawing the images of figures under transformations; using and making scale drawings

3. Process problems:

- applying problem-solving strategies to unfamiliar problems

4. Calculator skills:

- using calculators to perform selected computations and applications

5. Mental computation:

- performing calculations without the aid of pencil and paper

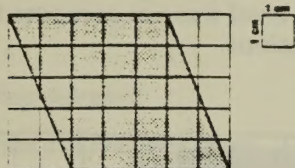
6. Hands-on tasks:

- performing tasks requiring the manipulation of materials (assessed through teacher observations)

The questions were designed to assess abilities at three cognitive levels: recognition or recall, comprehension, and application. Recognition or recall required the student to recognize or recall a definition, concept, formula, or algorithm. Students demonstrated comprehension by using a concept or algorithm in a routine way requiring little analysis. Application questions required using a concept, formula, or algorithm in problems involving some analysis, or solving non-routine problems that required the choice of a strategy as well as analysis.

Selected questions from the assessment booklets are presented in the margins of this report card. The answers to these questions are also given.

8. Each small square below has an area of 1 cm^2 .



What is the area of the shaded parallelogram in the above diagram?

- a) 12.5 cm^2 c) 25 cm^2
b) 20 cm^2 d) 30 cm^2

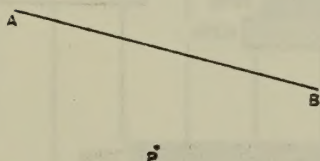
83

88

Panel rating: strong

This question measures the students' ability to calculate the area of a parallelogram.

9. Construct a line through P perpendicular to AB.



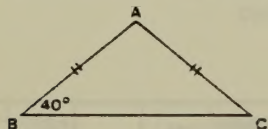
+3

66

Panel rating: weak

This question requires the students to construct a perpendicular line through a given point, using a method of their choice.

10. Triangle ABC is an isosceles triangle. The measure of $\angle B$ is given.



What is the measure of $\angle A$?

- a) 60° c) 100°
b) 90° d) 140°

-0

81

Panel rating: satisfactory

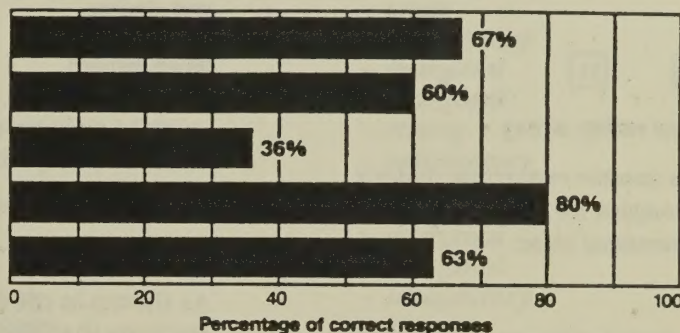
This question measures the students' understanding of the properties of an isosceles triangle.

How well did students perform?

The average percentages of correct responses to questions in the main areas of the Grade 8 mathematics curriculum are presented in the following graph. An average percentage correct was not computed for the hands-on tasks assessed through teacher observations.

Summary of Student Achievement in Mathematics

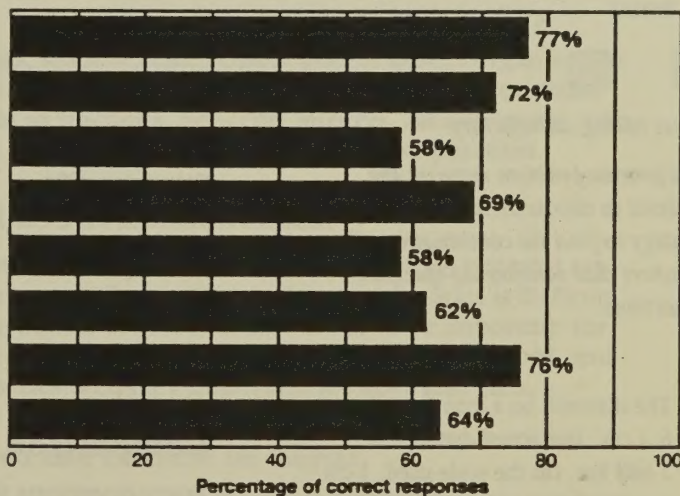
Numerical methods and algebra
Measurement and geometry
Process problems
Calculator skills
Mental computation



The graphs that follow show the percentages of correct responses for the specific topics within numerical methods and algebra, and within measurement and geometry.

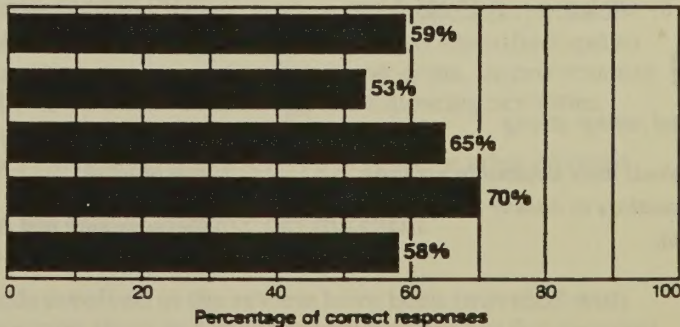
Student Achievement in Numerical Methods and Algebra by Topic

Whole numbers and decimals
Factors, powers, and square roots
Fractions
Ratio and rate
Per cent
Integers
Organization and representation of data
Variables, formulas, and equations

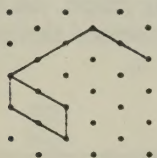


Student Achievement in Measurement and Geometry by Topic

Measurement
Constructions
Properties of plane figures
Three-dimensional geometry
Transformations



11. Complete the drawing of the rectangular prism below.



89

51

Panel rating: strong

This question requires the students to complete the design of a three-dimensional object.

12. Peter and Juanita decided to start saving money. Peter can save 3 dollars each month and Juanita can save 5 dollars each month. At this rate, after how many months will Juanita have exactly 10 dollars more than Peter?

61

88

Panel rating: satisfactory

This process problem requires the students to choose an appropriate strategy to find the combination of numbers that satisfies the specified conditions.

13. The distance on a map measures 6.4 cm. The actual distance is 2 688 km. On the scale used, 1 cm represents:

- a) 42 km c) 1 720 km
b) 420 km d) 17 203.2 km

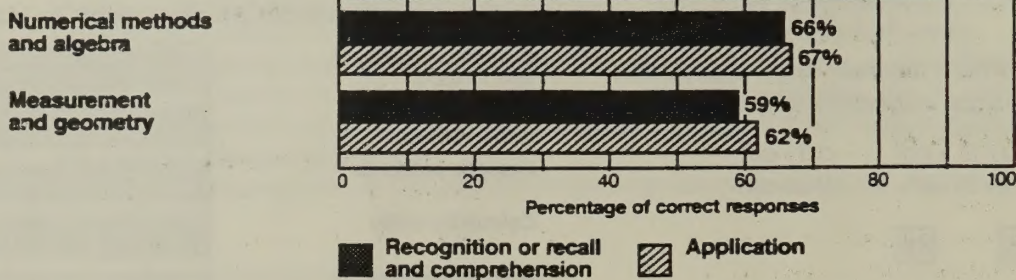
78

Panel rating: strong

Students were allowed to use their calculators to answer this question on ratio.

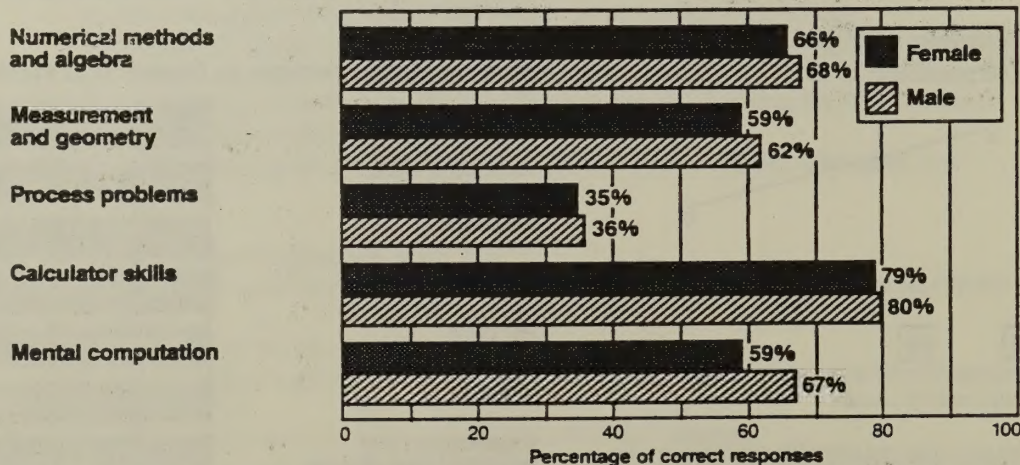
The following graph shows student achievement by cognitive level. Note that two of the cognitive abilities (recognition or recall and comprehension) were combined for this analysis. A breakdown by cognitive level was not computed for process problems because they are all application questions.

Student Achievement by Cognitive Level



As shown in the following graph, achievement levels are slightly higher for male students than for female students. As would be expected at the Grade 8 level, the enrolment is 50 per cent male and 50 per cent female.

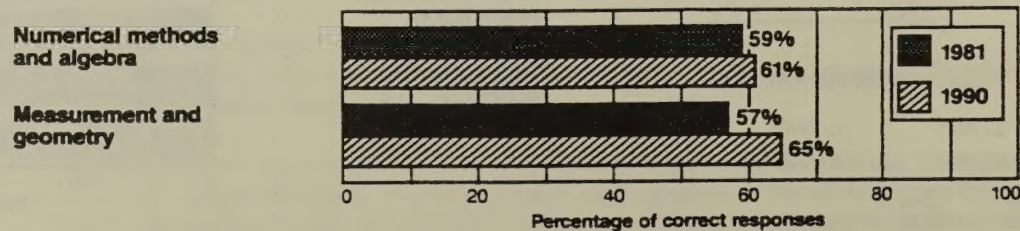
Student Achievement by Gender



Comparison with achievement in 1981

Forty questions that were answered by Ontario students in 1981 as part of the Second International Mathematics Study were included in the current provincial review. As shown in the following graph, students scored considerably higher in 1990 than in 1981 on questions in measurement and geometry. Achievement was slightly higher in 1990 for numerical methods and algebra.

Achievement Scores in 1981 and 1990



Interpretation panels composed of educators, parents, and trustees reviewed the test questions and the student results. Prior to seeing any student results, panel members established a standard for each question in the form of an expectation for student performance. Actual student achievement was then rated against these standards. Results were rated on a five-point scale: *superior*, *strong*, *satisfactory*, *marginal*, or *weak*. The panel ratings for the main curriculum areas and the

14. What is the sales tax on a \$200 purchase if the rate of sales tax is 8%?

58

Panel rating: marginal

This question was presented to the students orally, with only the numbers shown. Students were required to do the calculation mentally, without the aid of pencil and paper.

15. Construct a circle graph, using a protractor, compasses, ruler, and calculator.

53

Panel rating: satisfactory

This was one of several tasks that teachers watched students perform. Students were required to construct the sections of the circle graph correctly.

specific topics are given below. For two of the topics, the panel was unable to specify a single rating. On these topics, about half of the questions received one rating and half another, so that overall performance was judged to be between the two levels.

1. Numerical methods and algebra

- whole numbers and decimals
- factors, powers, and square roots
- fractions
- ratio and rate
- per cent
- integers
- organization and representation of data
- variables, formulas, and equations

- **satisfactory**
- **satisfactory/strong**
- **satisfactory**
- **weak**
- **satisfactory**
- **marginal**
- **marginal**
- **strong**
- **satisfactory**

2. Measurement and geometry

- measurement
- constructions
- properties of plane figures
- three-dimensional geometry
- transformations

- **satisfactory**
- **marginal**
- **marginal**
- **satisfactory**
- **strong**
- **marginal/satisfactory**

3. Process problems

- **weak**

4. Calculator skills

- **strong**

5. Mental computation

- **marginal**

6. Hands-on tasks

- **satisfactory**

As shown by the panel ratings, student achievement is strongest in organization and representation of data, three-dimensional geometry, and calculator skills. Some weaknesses are evident in fractions, per cent, integers, measurement, constructions, transformations, process problems, and mental computation.

How do students feel about mathematics?

Sixty-seven per cent of the students say they like mathematics, 63 per cent say they are good in mathematics, and 20 per cent say that mathematics is difficult. Ninety-four per cent of the students consider mathematics to be important for employment, 84 per cent say that mathematics helps them outside school, and 96 per cent say that mathematics is equally important for boys and girls.

How will the results of the review be used?

The provincial results have been provided to the committees currently working on the formulation of benchmarks and the restructuring of education in Ontario. This detailed information will assist the committees in their specification of instructional strategies and selection of resources. Steps will be taken to reinforce the positive aspects of the mathematics program that have been identified and to ensure that procedures are implemented to strengthen weak areas. Improvements in the mathematics program will be achieved through the following activities, which are part of the ministry's action plan:

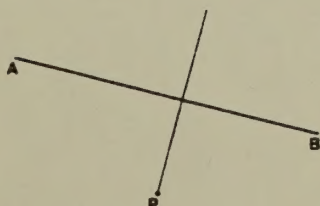
- a review of the mathematics curriculum guideline, to determine what changes should be made
- an examination of needs in the area of resource development
- the identification of needs in the area of teacher in-service

The schools and school boards involved in the review have been provided with their own results and will interpret them and make recommendations for program improvement. School boards will develop local action plans based on a complete study of their data. Action at the board level should include the following:

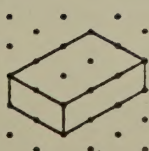
- a review of local policy and program documents
- an assessment of implications for staff development
- an examination of needs in the area of development of local resource materials
- preparation of a report, to be submitted to the Ministry of Education, on the actions that have been taken and that are planned

Answers to Questions:

1. b
2. d
3. c
4. b
5. a
6. a
7. c
8. c
- 9.



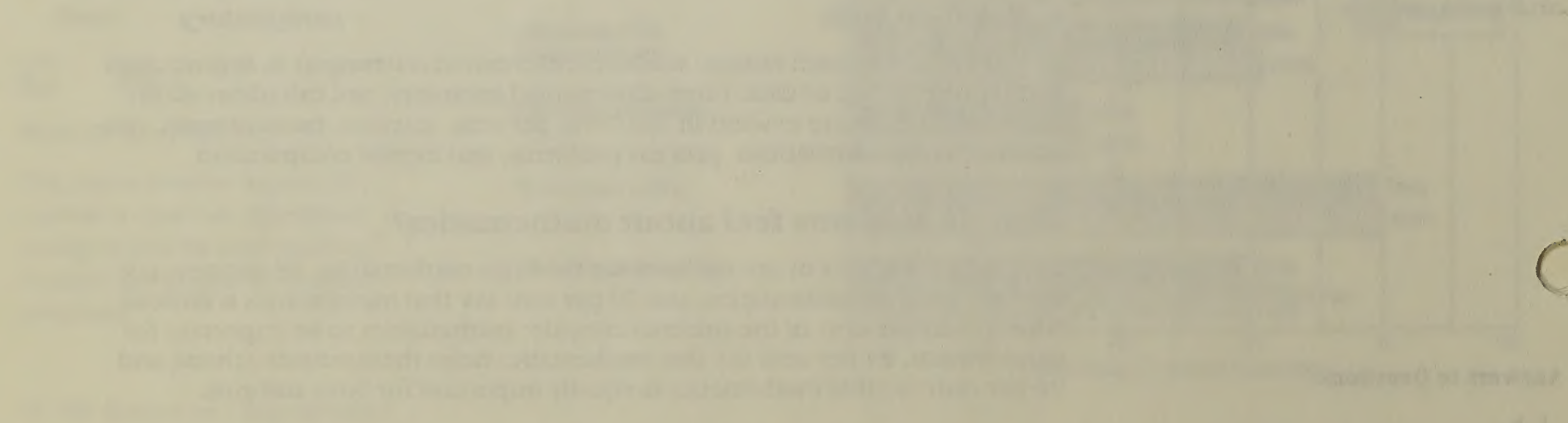
10. c
- 11.



12. 5 months
13. b
14. \$16

The first part of the report discusses the background and objectives of the study. It highlights the importance of understanding the factors that influence the performance of the system under investigation. The objectives of the study are to identify the key variables that affect the system's performance and to develop a model that can predict the system's behavior under different conditions.

The second part of the report presents the methodology used in the study. It describes the experimental setup, the data collection process, and the statistical analysis techniques employed. The results of the study are presented in the third part, which includes a discussion of the findings and their implications for the system's performance.



The results of the study indicate that there is a strong positive correlation between Variable X and Variable Y. The data points are closely clustered around the line of best fit, suggesting a high degree of predictability in the system's performance. The findings of the study have important implications for the design and optimization of the system, as they provide a clear understanding of the factors that influence its performance.

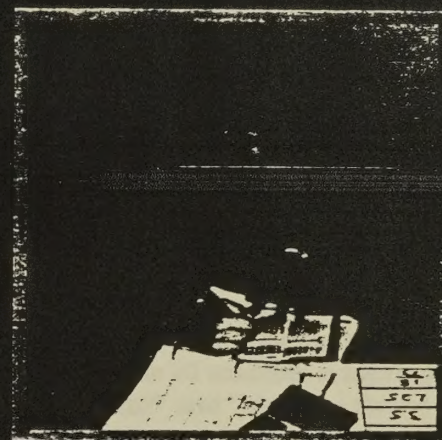
The study also identified several limitations and areas for future research. Further investigation is needed to explore the relationship between the variables under different conditions and to develop more sophisticated models that can account for the complex interactions between the system's components.

In conclusion, the study has provided a comprehensive analysis of the factors that influence the performance of the system. The findings of the study are valuable for the design and optimization of the system, and they provide a clear understanding of the relationship between the variables under investigation. The study also identified several limitations and areas for future research, which will be addressed in subsequent work.

Mathematics

Grade 10 *(General Level)*

A REPORT CARD FOR ONTARIO

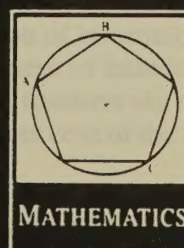


Ministry
of
Education

Ontario



PROVINCIAL
REVIEWS



MATHEMATICS

Mathematics

Grade 10 (General Level)

Sample Questions From the Review

Selected questions from the Grade 10 mathematics review are reproduced below. Two boxes appear under each question. The left-hand box contains the percentage of students who answered the question correctly. The right-hand box contains the percentage of teachers who indicated that students had had the opportunity to learn the material or acquire the skills needed to answer the question. The opportunity-to-learn figure is not available for question 12.

The panel rating of students' performance is also given for each question.

1. Don and Yuri took a taxi back from a show. The following table compares distance (d) in kilometres and cost (c) in dollars.

d (km)	1	2	3	4	5	6	7
c (\$)	1.30	1.50	1.70	1.90	2.10	2.30	2.50

The cost for a trip of 9 km would be:

- a) \$2.50 c) \$2.90
b) \$2.70 d) \$3.10

84

95

Panel rating: strong

This question on application of numbers measures students' ability to extrapolate from tabulated data.

Introduction

Provincial reviews form part of the Ministry of Education's ongoing commitment to the monitoring of school programs. The results serve to inform the public about the performance of the educational system in Ontario and to assist schools, school boards, and the Ministry of Education in improving teaching methods and raising the level of student achievement.

A provincial review of mathematics was conducted in selected Grade 10 general level classes in Ontario during the spring of 1990. The main questions answered by the review were "How well are Grade 10 students achieving the goals of the general level mathematics curriculum?" and "How are Grade 10 students taught mathematics at the general level?" Highlights of the results are listed below.

Highlights

- Grade 10 students in general level mathematics are achieving at levels judged to be satisfactory or better in the majority of the topics in the course; achievement was rated strong in two topics, satisfactory in six topics, and marginal in four topics.
- Student achievement is strong in applications of numbers and in statistics.
- Student achievement is satisfactory in the following areas: applications of ratio, rate, and per cent; personal finance and banking; borrowing and saving; graphing; linear equations; and process problems.
- The following were identified as areas of weakness: powers and square roots; polynomials, formulas, and equations; geometry; and computations without the aid of calculators.
- The enrolment in Grade 10 general level mathematics is 56 per cent male and 44 per cent female. Achievement levels are slightly higher for male students than for female students.
- The majority of students believe that mathematics is important for employment, is helpful to them outside school, and is equally important for boys and girls. Nearly half of the students say they like mathematics.
- The most commonly used methods for teaching Grade 10 general level mathematics are presentation of information to the class by chalkboard or overhead projector and assignment of individual work.
- Thirty per cent of the teachers say that their students have access to computers for mathematics; 92 per cent of the students never use computers in mathematics class.
- Forty-three per cent of the students do no mathematics homework, and only 16 per cent of the students spend more than one hour per week on mathematics homework. Forty-two per cent of the students receive help with mathematics from someone at home.

2. The radius (r) of a circle is given by the

$$\text{formula } r = \sqrt{\frac{A}{3.14}}, \text{ where } A$$

represents the area of the circle.

If the area of a circle is 85 cm^2 , then the radius is:

- a) 0.19 cm c) 5.2 cm
b) 2.9 cm d) 27 cm

35

94

Panel rating: weak

This question requires students to use a calculator to find the square root of a number in a simple application.

3. A 100-mL tube of toothpaste sells for \$1.75. The price per millilitre is:

- a) \$175.00 c) \$0.57
b) \$57.14 d) \$0.0175

74

96

Panel rating: satisfactory

This question requires students to determine the unit price of a product.

4. 70 out of 100 students surveyed planned to vote for Liz for president. How many of the 1 000 students in the school may be expected to vote for Liz?

- a) 700 c) 100
b) 170 d) 70

90

90

Panel rating: strong

This question on statistics measures students' ability to use data from a sample to estimate a characteristic of a population.

How was the review conducted?

Information was collected from students, teachers, and principals by means of questionnaires and mathematics test questions. The data in this report card are based on a provincial sample of English-language schools (4 181 students and 167 teachers). In addition, 48 boards chose to have all of their English-language schools administer the instruments so that they could receive summary data at the board and school levels.

A detailed presentation of the results of the provincial review is contained in *A Report for Educators*. Participating schools and school boards have received reports containing local results. A provincial review was also conducted in French-language schools, and parallel reports are available in French.

What types of questions were students asked?

Most of the questions in the student booklets were multiple-choice questions, to which students responded by choosing the correct answer from four possible responses. Some questions required a written response, such as a numerical or algebraic answer, a complete solution to a problem, or a graph. The students were permitted to use calculators for most of the questions. There were eight questions that tested the students' performance without calculators.

The assessment questions covered the following components of the mathematics curriculum:

1. Numerical methods:

- applying numbers; interpolating and extrapolating from tabulated data
- interpreting and applying powers and square roots
- applying ratio, rate, and per cent
- using sampling; critically analysing statistical tables, graphs, and statements
- applying record keeping to personal finance and banking
- identifying types of credit, savings, and loans; calculating the cost of credit

2. Algebra:

- adding and subtracting polynomials; multiplying by monomials; solving linear equations
- drawing graphs using tables of ordered pairs; interpolating and extrapolating from graphs
- drawing graphs of pairs of linear equations; solving pairs of linear equations graphically and numerically

3. Geometry:

- applying the angle properties of parallel lines, triangles, and quadrilaterals; determining the slope of line segments; calculating the distance between two points

4. Process problems:

- applying problem-solving strategies to unfamiliar problems

The questions were designed to assess abilities at three cognitive levels: recognition or recall, comprehension, and application. Recognition or recall required the student to recognize or recall a definition, concept, formula, or algorithm. Students demonstrated comprehension through the use of a concept, formula, or algorithm in a routine way requiring little analysis. Application questions required the student to solve problems requiring some analysis or non-routine problems requiring the choice of a strategy as well as analysis.

Selected questions from the assessment booklets are presented in the margins of this report card. The answers to these questions are also given.

5. Olav keeps a record of all his banking

Date	Description	Debit	Credit	Balance
May 1	Carried forward			178.43
May 5	Cheque #121	19.86		158.57
May 10	Withdrawal	40.00		
May 15	Pay		72.10	

The balance on May 15 is:

- a) \$270.67 c) \$126.47
b) \$190.67 d) \$46.47

81 **80**

Panel rating: satisfactory

This question measures students' ability to check a bank account balance.

6. Todd has an outstanding balance of \$350 on his credit card account. The interest charge is 2% per month. The amount of interest that will be charged for one month is:

- a) \$0.58 c) \$8.00
b) \$7.00 d) \$357.00

82 **83**

Panel rating: strong

This question requires students to calculate the amount of interest owed in a simple example of borrowing.

7. $E = IR$ is an important formula in electricity.

E represents the voltage in volts.
I represents the current in amperes.
R represents the resistance in ohms.

If E is 600 volts and R is 400 ohms, the current I is:

- a) 1 000 amperes c) 1.5 amperes
b) 200 amperes d) 0.7 amperes

39 **90**

Panel rating: weak

This question requires students to substitute in a formula and solve the resulting linear equation.

How well did students perform?

The average percentages of correct responses to questions in the main areas of the Grade 10 general level mathematics curriculum are presented in the following graph.

Summary of Student Achievement in Mathematics

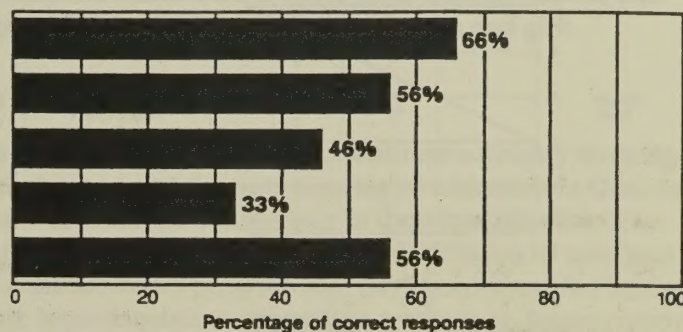
Numerical methods

Algebra

Geometry

Process problems

Computations without calculator



The graphs that follow show the percentages of correct responses for the specific topics within numerical methods and algebra.

Student Achievement in Numerical Methods by Topic

Applications of numbers

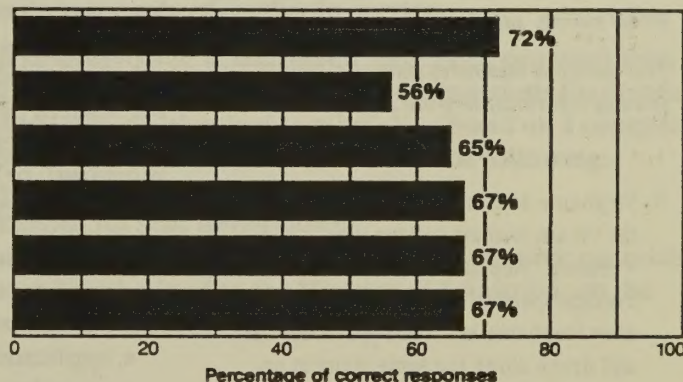
Powers and square roots

Applications of ratio, rate, and per cent

Statistics

Personal finance and banking

Borrowing and saving

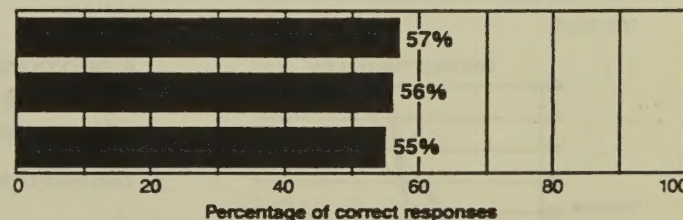


Student Achievement in Algebra by Topic

Polynomials, formulas, and equations

Graphing

Linear equations

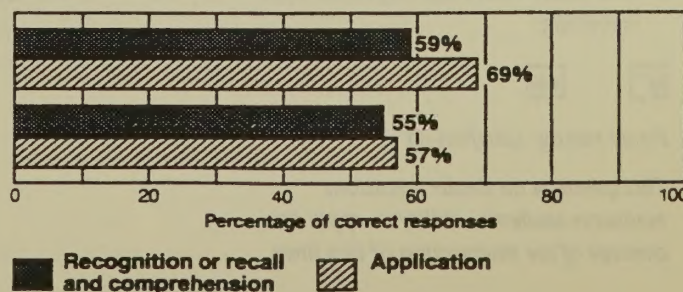


The following graph shows student achievement by cognitive level. Note that two of the cognitive abilities (recognition or recall and comprehension) were combined for this analysis. A breakdown by cognitive level was not computed for geometry because most of the geometry questions involved comprehension.

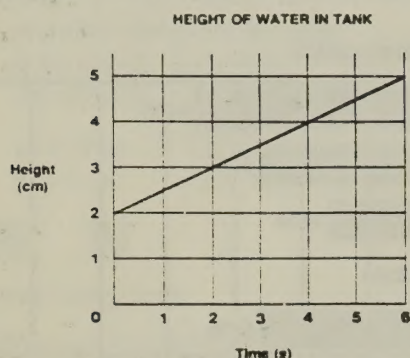
Student Achievement by Cognitive Level

Numerical methods

Algebra



8. A tank is being filled with water. The graph below shows the height of water in a tank for different times.



At 5 s, the height of water in the tank is:

- a) 6 cm c) 5 cm
b) 5.5 cm d) 4.5 cm

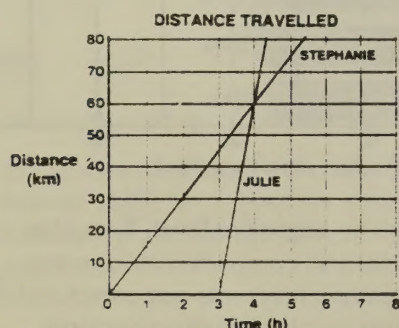
84

98

Panel rating: *satisfactory*

This question measures students' ability to read information from a graph.

9. Stephanie and Julie decided to travel the 90 km to their cottage one weekend. Stephanie rode a bike at an average speed of 15 km/h. Three hours after Stephanie left, Julie got in her car and drove along the same route at an average speed of 60 km/h. The graph below shows the distance each had travelled and the number of hours travelled.



When Julie catches up to Stephanie, how many hours has Stephanie been travelling?

67

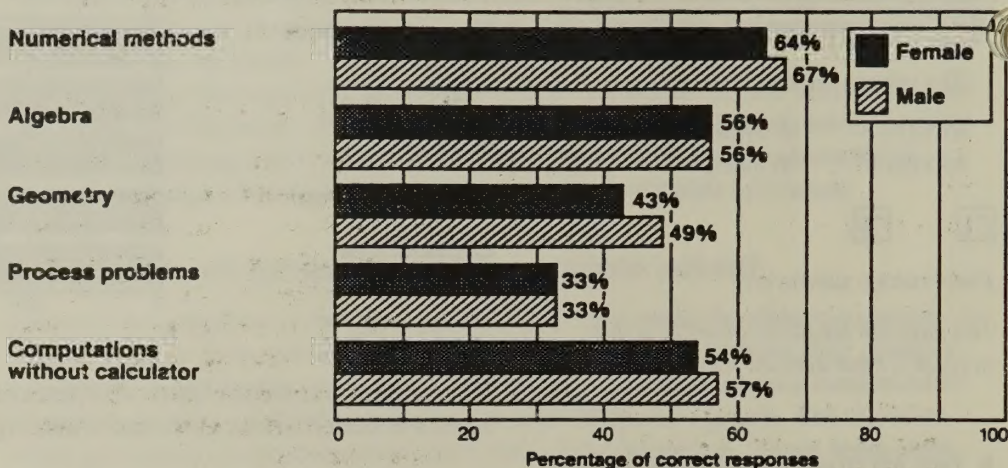
86

Panel rating: *satisfactory*

This question on linear equations measures students' ability to apply the concept of the intersection of two lines.

As shown in the following graph, achievement levels are slightly higher for male students than for female students for most topics. Student enrolment in the general level of Grade 10 mathematics is 56 per cent male and 44 per cent female.

Student Achievement by Gender

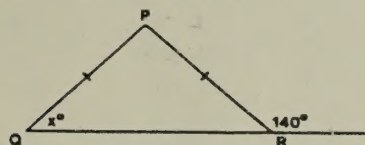


Interpretation panels composed of educators, parents, and trustees reviewed the test questions and the student results. Prior to seeing any student results, panel members established a standard for each question in the form of an expectation for student performance. Actual student achievement was then rated against these standards. Results were rated on a five-point scale: *superior*, *strong*, *satisfactory*, *marginal*, or *weak*. The panel ratings for the main curriculum areas and the specific topics are given below:

- | | |
|---|-----------------------|
| 1. Numerical methods | – <i>satisfactory</i> |
| ■ applications of numbers | – <i>strong</i> |
| ■ powers and square roots | – <i>marginal</i> |
| ■ applications of ratio, rate, and per cent | – <i>satisfactory</i> |
| ■ statistics | – <i>strong</i> |
| ■ personal finance and banking | – <i>satisfactory</i> |
| ■ borrowing and saving | – <i>satisfactory</i> |
| 2. Algebra | – <i>marginal</i> |
| ■ polynomials, formulas, and equations | – <i>marginal</i> |
| ■ graphing | – <i>satisfactory</i> |
| ■ linear equations | – <i>satisfactory</i> |
| 3. Geometry | – <i>marginal</i> |
| 4. Process problems | – <i>satisfactory</i> |
| 5. Computations without calculator | – <i>marginal</i> |

As shown by the panel ratings, student achievement is strongest in numerical methods. Some weaknesses are evident in the areas of algebra, geometry, and work without calculators.

10. In the triangle below, $PQ = PR$.



The value of x is:

- a) 40° c) 80°
b) 70° d) 140°

52

50

Panel rating: *marginal*

This question requires students to use the property of an isosceles triangle.

11. A contest was held to guess the number of peanuts in a jar. Four wrong guesses were made: Sabrina, 163 peanuts; Pierre, 169; Yasmine, 178; and Carlos, 185. One of these guesses was wrong by 1, another by 6, another by 10, and another by 16. How many peanuts are there?

28

19

Panel rating: *satisfactory*

This process problem requires the students to select a strategy and then solve the problem.

12. 23.85×10^4 is:

- a) 0.02385×10^6 c) 2385×10^6
b) 23.85×10^6 d) 2385×10^4

57

Panel rating: *marginal*

This question, to be done without a calculator, measures students' knowledge of scientific notation.

How do students feel about mathematics?

Forty-eight per cent of the students say they like mathematics, 49 per cent say they are good in mathematics, and 33 per cent say that mathematics is difficult. Eighty-two per cent of the students consider mathematics to be important for employment, 75 per cent say that mathematics helps them outside school, and 94 per cent say that mathematics is equally important for boys and girls.

How will the results of the review be used?

The provincial results have been provided to the committees currently working on the formulation of benchmarks and the restructuring of education in Ontario. This detailed information will assist the committees in their specification of instructional strategies and selection of resources. Steps will be taken to reinforce the positive aspects of the mathematics program that have been identified and to ensure that procedures are implemented to strengthen weak areas. Improvements in the mathematics program will be achieved through the following activities, which are part of the ministry's action plan:

- a review of the mathematics curriculum guideline, to determine what changes should be made
- an examination of needs in the area of resource development
- the identification of needs in the area of teacher in-service

The schools and school boards involved in the review have been provided with their own results and will interpret them and make recommendations for program improvement. School boards will develop local action plans based on a complete study of their data. Action at the board level should include the following:

- a review of local policy and program documents
- an assessment of implications for staff development
- an examination of needs in the area of development of local resource materials
- preparation of a report, to be submitted to the Ministry of Education, on the actions that have been taken and that are planned

Answers to Questions:

- | | |
|------|------------|
| 1. c | 7. c |
| 2. c | 8. d |
| 3. d | 9. 4 hours |
| 4. a | 10. a |
| 5. b | 11. 179 |
| 6. b | 12. c |



Printed on recycled paper

91-127

ISBN 0-7729-8955-9

© Queen's Printer for Ontario, 1991

...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...

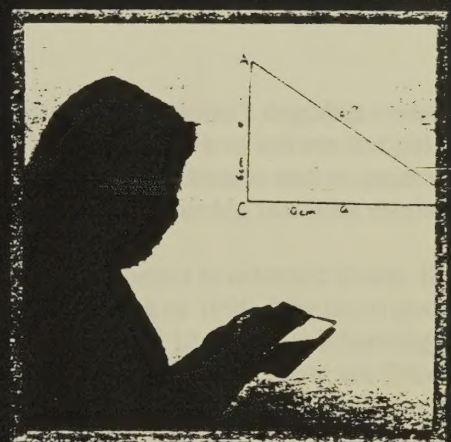
...the ... of ...
...the ... of ...
...the ... of ...

Mathematics

Grade 12

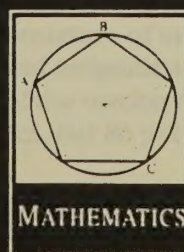
(Advanced Level)

A REPORT CARD FOR ONTARIO



Ministry
of
Education

Ontario



THE HISTORY OF THE CITY OF BOSTON

The history of the city of Boston is a subject of great interest and importance. It is a city of many centuries, and its history is a record of the growth and development of one of the most important cities in the world. The city has been the seat of many great events, and its history is a record of the progress of the human race. The city has been the home of many great men, and its history is a record of the achievements of the human mind. The city has been the center of many great movements, and its history is a record of the struggles of the human spirit. The city has been the birthplace of many great ideas, and its history is a record of the progress of the human race. The city has been the home of many great men, and its history is a record of the achievements of the human mind. The city has been the center of many great movements, and its history is a record of the struggles of the human spirit. The city has been the birthplace of many great ideas, and its history is a record of the progress of the human race.



Mathematics

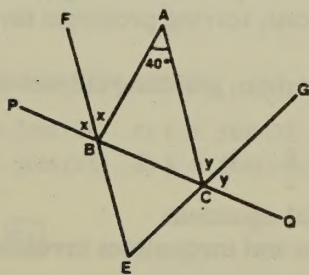
Grade 12 (Advanced Level)

Sample Questions From the Review

Selected questions from the Grade 12 mathematics review are reproduced below. Two boxes appear under each question. The left-hand box contains the percentage of students who answered the question correctly. The right-hand box contains the percentage of teachers who indicated that students had had the opportunity to learn the material or acquire the skills needed to answer the question. The opportunity-to-learn figure is not available for question 12.

The panel rating of students' performance is also given for each question.

1. Given the following diagram:



The degree measure of $\angle BEC$ is:

- a) 40°
- b) 70°
- c) 80°
- d) 110°

67

91

Panel rating: *satisfactory*

This geometry question requires analysis and then application of properties of angles.

Introduction

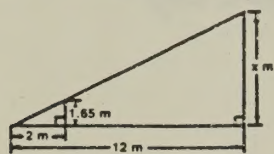
Provincial reviews form part of the Ministry of Education's ongoing commitment to the monitoring of school programs. The results serve to inform the public about the performance of the educational system in Ontario and to assist schools, school boards, and the Ministry of Education in improving teaching methods and raising the level of student achievement.

A provincial review of mathematics was conducted in selected Grade 12 advanced level classes in Ontario during the spring of 1990. The main questions answered by the review were "How well are Grade 12 students achieving the goals of the advanced level mathematics curriculum?" and "How are Grade 12 students taught mathematics at the advanced level?" Highlights of the results are listed below.

Highlights

- Grade 12 students in advanced level mathematics are achieving at levels judged to be satisfactory or better in half of the topics in the course; achievement was rated strong in one topic, satisfactory in five topics, marginal in five topics, and weak in one topic.
- Student achievement is strong only in the topic of similar figures.
- Student achievement is satisfactory in the following areas: congruence and parallelism, the circle, polynomials and equations, radicals, and process problems.
- The following were identified as areas of weakness: graphs of functions and relations, trigonometric functions, applications of trigonometric functions, exponential and logarithmic functions, graphs of second-degree relations, and absolute value.
- The enrolment in Grade 12 advanced level mathematics is 52 per cent male and 48 per cent female. Achievement levels are slightly higher for male students than for female students.
- The majority of students say they like mathematics and believe that mathematics is important for employment, is helpful to them outside school, and is equally important for boys and girls.
- The most commonly used methods for teaching Grade 12 advanced level mathematics are presentation of information to the class by chalkboard or overhead projector and assignment of individual work.
- Approximately half of the teachers say that their students have access to computers for mathematics, but 86 per cent of the students never use computers in mathematics class.
- Thirty-seven per cent of the students do more than two hours of mathematics homework per week, 22 per cent of the students do less than one hour of mathematics homework per week, and 5 per cent of the students do no mathematics homework. Twenty-seven per cent of the students receive help with mathematics from someone at home.

2. At a certain time of day a tree casts a shadow that is 12 m long. At the same time of day a man 1.65 m tall casts a shadow 2 m long.



The height of the tree is approximately:

- a) 0.145 m c) 14.5 m
b) 9.9 m d) 990.0 m

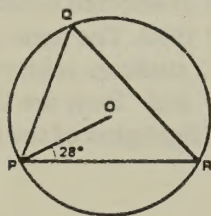
86

84

Panel rating: strong

This question requires students to use a property of similar triangles to determine a length.

3. O is the centre of the circle below.



If $\angle OPR = 28^\circ$, then the measurement of $\angle PQR$ is:

- a) 56° c) 118°
b) 62° d) 124°

51

61

Panel rating: satisfactory

This question requires students to use an angle property of the circle to calculate the measure of an angle.

4. Solve $|x - 2| = 5$.

38

95

Panel rating: weak

This question measures students' understanding of the concept of absolute value.

How was the review conducted?

Information was collected from students, teachers, and principals by means of questionnaires and mathematics test questions. The data in this report card are based on a provincial sample of English-language schools (4851 students and 175 teachers). In addition, 45 boards chose to have all of their English-language schools administer the instruments so that they could receive summary data at the board and school levels.

A detailed presentation of the results of the provincial review is contained in *A Report for Educators*. Participating schools and school boards have received reports containing local results. A provincial review was also conducted in French-language schools, and parallel reports are available in French.

What types of questions were students asked?

Most of the questions in the student booklets were multiple-choice questions, to which students responded by choosing the correct answer from four possible responses. Some questions required a written response, such as a numerical or algebraic answer, a complete solution to a problem, or an extended proof. The students were permitted to use calculators.

The assessment questions covered the following components of the mathematics curriculum:

1. Geometry:

- solving numerical problems and proving simple deductions using the properties of congruent triangles and parallel lines
- defining similar figures; solving numerical problems and proving simple deductions using the properties of similar triangles
- defining terms and proving properties associated with the geometry of the circle; using these properties in numerical problems

2. Relations and functions:

- graphing functions and relations
- sketching the graphs of trigonometric functions
- proving simple identities involving trigonometric functions; solving problems involving right triangles, oblique triangles, and trigonometric equations
- graphing exponential and logarithmic functions; solving problems involving these functions
- graphing circles with centres other than the origin; graphing ellipses and hyperbolas in standard position

3. Algebraic operations:

- factoring polynomials and solving polynomial equations
- defining absolute value and solving equations and inequalities involving absolute value
- interpreting and evaluating powers with integral bases and rational exponents

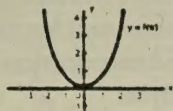
4. Process problems:

- applying problem-solving strategies to unfamiliar problems

The questions were designed to assess abilities at three cognitive levels: recognition or recall and comprehension, application, and analysis or proof. Recognition or recall and comprehension questions required the student to recognize or recall some definition, concept, formula, or algorithm and to use it in a routine way requiring little analysis. Application questions required some analysis. Analysis or proof questions required considerable analysis or proof.

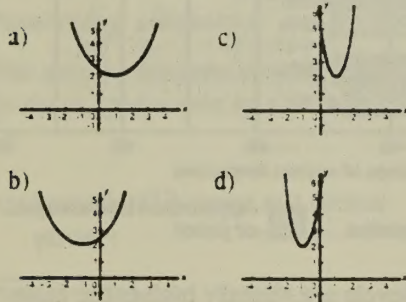
Selected questions from the assessment booklet are presented in the margins of this report card. The answers to these questions are also given.

5. Examine the diagram below.



Which of the following is the graph of

$$y = \frac{1}{2}f(x-1) + 2?$$



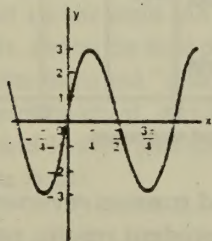
41

98

Panel rating: marginal

This question on graphing measures students' understanding of the transformations that relate the graphs of two functions.

6. Examine the following diagram.



An equation of the curve is:

- a) $y = 3\sin(2x)$ c) $y = 3\sin(x)$
b) $y = 3\cos(2x)$ d) $y = 3\cos(\frac{x}{2})$

42

94

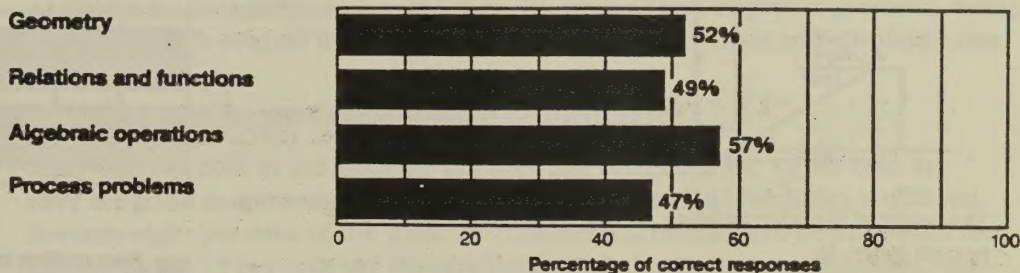
Panel rating: marginal

This question on trigonometric functions measures the students' understanding of periodicity.

How well did students perform?

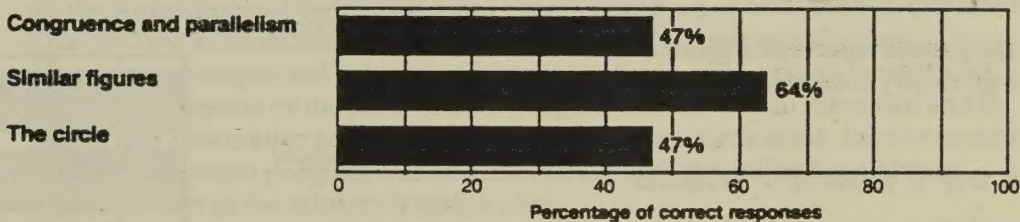
The average percentages of correct responses to questions in the main areas of the Grade 12 advanced level mathematics curriculum are presented in the following graph.

Summary of Student Achievement in Mathematics

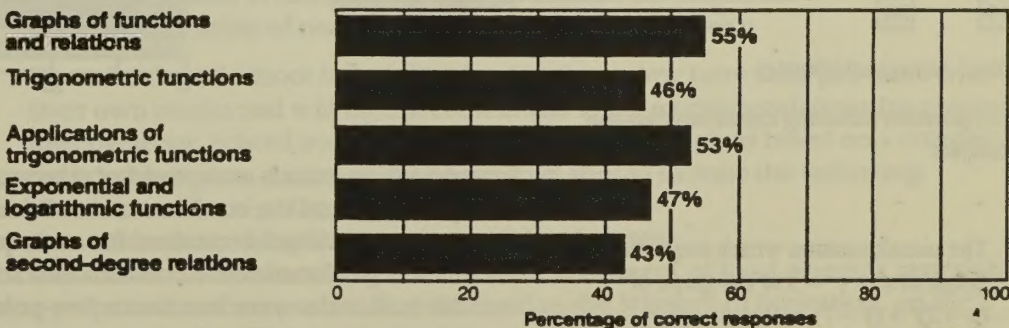


The graphs that follow show the percentages of correct responses for the specific topics within geometry, relations and functions, and algebraic operations.

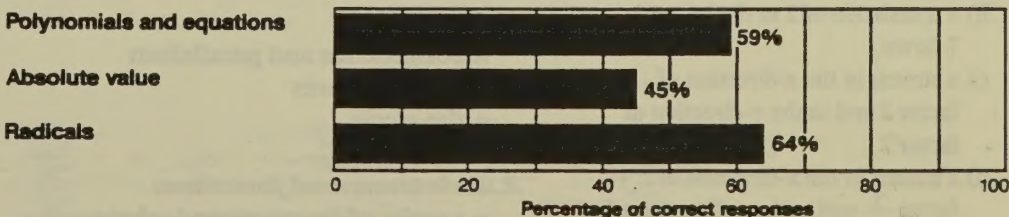
Student Achievement in Geometry by Topic



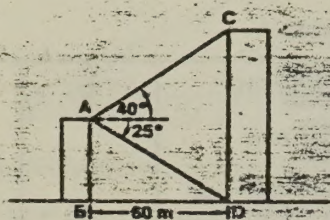
Student Achievement in Relations and Functions by Topic



Student Achievement in Algebraic Operations by Topic



Two buildings are 60 m apart. From the top of the smaller building, the angle of depression of the base of the taller building is 25° and the angle of elevation of the top is 40° .



The height of the taller building, to the nearest metre, is:

- a) 28 m c) 78 m
b) 50 m d) 129 m

72 98

Panel rating: strong

This question requires the students to use trigonometry to calculate a length.

8. If $10^a = 4$, then $10^{(1-2a)}$ is equal to:

- a) 26 c) 160
b) 40 d) 900

49 86

Panel rating: satisfactory

This question involving exponents requires analysis.

9. The transformation which maps the graph of $x^2 + y^2 = 9$ to the graph of $(x - 2)^2 + (y - 7)^2 = 9$ is:

- a) a translation of 2 to the right and 7 up
b) a translation of 2 to the left and 7 down
c) a stretch in the x-direction of factor 2 and in the y-direction of factor 7
d) a stretch in the x-direction of factor $\frac{1}{2}$ and in the y-direction of factor $\frac{1}{7}$

46 68

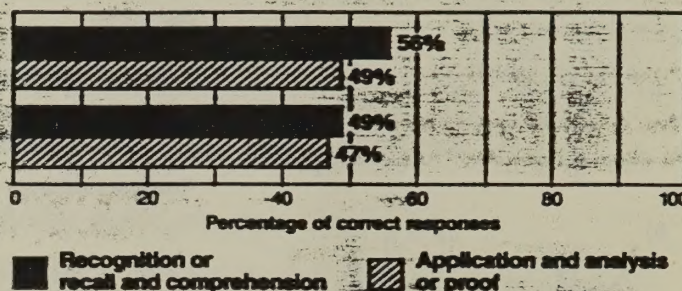
Panel rating: marginal

This question on graphs of second-degree relations measures the students' understanding of transformations that relate the graphs of two circles.

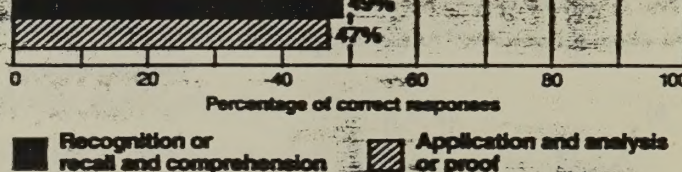
The following graph shows student achievement by cognitive level. Note that two of the cognitive abilities (application and analysis or proof) were combined for this analysis. A breakdown by cognitive level was not computed for algebraic operations because all of the questions on this topic involved recognition or recall and comprehension. All the process problems involved analysis.

Student Achievement by Cognitive Level

Geometry



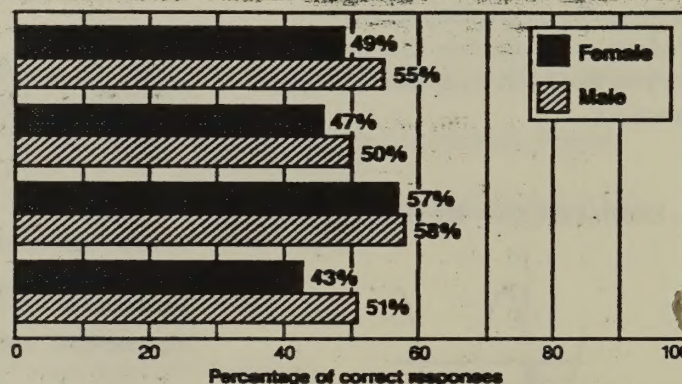
Relations and functions



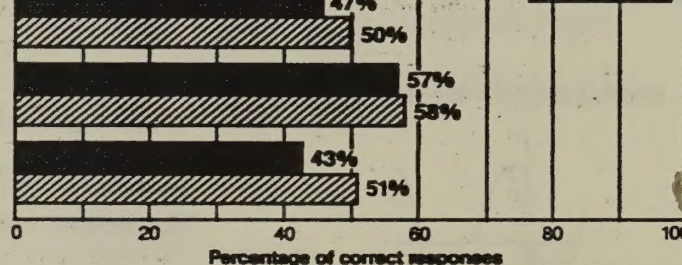
As shown in the following graph, achievement levels are slightly higher for male students than for female students for all topics. Student enrolment in the advanced level of Grade 12 mathematics is 52 per cent male and 48 per cent female.

Student Achievement by Gender

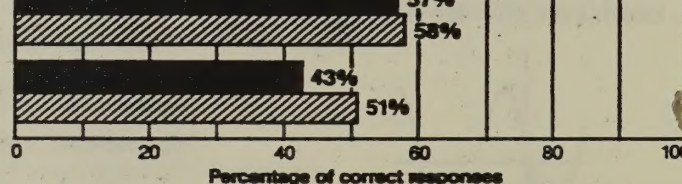
Geometry



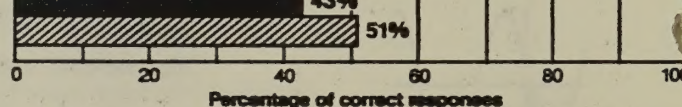
Relations and functions



Algebraic operations



Process problems



Interpretation panels composed of educators, parents, and trustees reviewed the test questions and the student results. Prior to seeing any student results, panel members established a standard for each question in the form of an expectation for student performance. Actual student achievement was then rated against these standards. Results were rated on a five-point scale: *superior*, *strong*, *satisfactory*, *marginal*, or *weak*. The panel ratings for the main curriculum areas and the specific topics are given below:

1. Geometry

- congruence and parallelism
- similar figures
- the circle

- *satisfactory*
- *satisfactory*
- *strong*
- *satisfactory*

2. Relations and functions

- graphs of functions and relations
- trigonometric functions
- applications of trigonometric functions
- exponential and logarithmic functions
- graphs of second-degree relations

- *marginal*
- *marginal*
- *marginal*
- *marginal*
- *weak*

10. When $2x^3 - 5x^2 + 6x - 1$ is divided by $x - 2$ the quotient is:

- a) $2x^2 - 9x + 15$
- b) $2x^2 - x + 4$
- c) $2x^2 - 9x + 24$
- d) $2x^2 - 9x - 12$

58

98

Panel rating: *satisfactory*

This question measures students' ability to divide a polynomial by a binomial.

11. Evaluate $17^{0.75}$ correct to 2 decimal places.

70

90

Panel rating: *marginal*

This question measures students' ability to use a calculator to find an approximate value of a power with a decimal exponent.

12. On the beach during the summer Nina collected white shells and pink shells. One day she found 2 white shells and 1 pink shell. On the next day, she found 4 white shells and 4 pink shells, and on the third day she found 6 white shells and 7 pink shells. If the pattern continued, on what day did she find 30 more pink shells than white shells?

56

Panel rating: *satisfactory*

This process problem requires the students to select a strategy and then solve the problem.

3. Algebraic operations

- polynomials and equations
- absolute value
- radicals

- *satisfactory*

- *satisfactory*

- *marginal*

- *satisfactory*

4. Process problems

- *satisfactory*

As shown by the panel ratings, student achievement is strongest in geometry. Some weaknesses are evident in the areas of relations and functions and absolute value.

How do students feel about mathematics?

Sixty-one per cent of the students say they like mathematics, 51 per cent say they are good in mathematics, and 33 per cent say that mathematics is difficult. Seventy-eight per cent of the students consider mathematics to be important for employment, 73 per cent say that mathematics helps them outside school, and 93 per cent say that mathematics is equally important for boys and girls.

How will the results of the review be used?

The provincial results have been provided to the committees currently working on the formulation of benchmarks and the restructuring of education in Ontario. This detailed information will assist the committees in their specification of instructional strategies and selection of resources. Steps will be taken to reinforce the positive aspects of the mathematics program that have been identified and to ensure that procedures are implemented to strengthen weak areas. Improvements in the mathematics program will be achieved through the following activities, which are part of the ministry's action plan:

- a review of the mathematics curriculum guideline, to determine what changes should be made
- an examination of needs in the area of resource development
- the identification of needs in the area of teacher in-service

The schools and school boards involved in the review have been provided with their own results and will interpret them and make recommendations for program improvement. School boards will develop local action plans based on a complete study of their data. Action at the board level should include the following:

- a review of local policy and program documents
- an assessment of implications for staff development
- an examination of needs in the area of development of local resource materials
- preparation of a report, to be submitted to the Ministry of Education, on the actions that have been taken and that are planned

Answers to Questions:

- 1. b
- 2. b
- 3. b
- 4. $x = -3$ or 7
- 5. a
- 6. a
- 7. c
- 8. c
- 9. a
- 10. c
- 11. 8.37
- 12. thirty-second day



Printed on recycled paper

91-115

ISBN 0-7729-8966-4

© Queen's Printer for Ontario, 1991



Education Centre
100 Main Street West
Hamilton, Ontario
1992 03 10

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Adult and Continuing Education Annual Report

Recommendation 37 from the minutes of the Development Committee, 1991 09 05, and approved by the Board, stated that an annual report be prepared for each March prior to the Budget Review meetings providing the Senior Administration and Trustees with an ongoing update regarding the overall effectiveness and economic viability of each of the programs within the Adult and Continuing Education Department.

The attached report contains

- the Action Team recommendations passed by the Development Committee and the Board.
- the status of the recommendations.
- additional recommendations for consideration of the trustees.

Recommendation:

- 1) That the update on the Adult and Continuing Education Annual Report 1992 be accepted for information.
- 2) That the Recommendations proposed for 1992 be adopted.

Prepared by: R. Leedale, Principal
Adult and Continuing Education

Submitted by: E. Bond
Superintendent of Program

Approved by: K. Rielly
Director of Education and Secretary.

100-100000-100000
100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000
100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000
100-100000-100000
100-100000-100000

100-100000-100000

100-100000-100000
100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000
100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000

100-100000-100000
100-100000-100000

ACTION TO IMPLEMENT RECOMMENDATIONS

1991 - 1992

SUMMER SCHOOL PROGRAM

HAMILTON BOARD OF EDUCATION

ADULT AND CONTINUING EDUCATION

The Adult and Continuing Education Department is pleased to announce the start of the 1991-1992 Summer School Program. This program is designed to provide students with a variety of courses and activities during the summer months. The program is open to all students who are currently enrolled in the Hamilton Board of Education. The program is designed to provide students with a variety of courses and activities during the summer months. The program is open to all students who are currently enrolled in the Hamilton Board of Education.

Timeline: July 1, 1991 - August 31, 1991

ADULT AND

CONTINUING EDUCATION

The Adult and Continuing Education Department is pleased to announce the start of the 1991-1992 Summer School Program. This program is designed to provide students with a variety of courses and activities during the summer months. The program is open to all students who are currently enrolled in the Hamilton Board of Education. The program is designed to provide students with a variety of courses and activities during the summer months. The program is open to all students who are currently enrolled in the Hamilton Board of Education.

Timeline: July 1, 1991 - August 31, 1991

English As A Second Language

The Adult and Continuing Education Department is pleased to announce the start of the 1991-1992 Summer School Program. This program is designed to provide students with a variety of courses and activities during the summer months. The program is open to all students who are currently enrolled in the Hamilton Board of Education. The program is designed to provide students with a variety of courses and activities during the summer months. The program is open to all students who are currently enrolled in the Hamilton Board of Education.

ANNUAL REPORT

RECOMMENDATIONS

Recommendations

Alternative Education

5. The exemplary Hamilton Board of Education is pleased to announce the start of the 1991-1992 Summer School Program. This program is designed to provide students with a variety of courses and activities during the summer months. The program is open to all students who are currently enrolled in the Hamilton Board of Education. The program is designed to provide students with a variety of courses and activities during the summer months. The program is open to all students who are currently enrolled in the Hamilton Board of Education.

Timeline: July 1, 1991 - August 31, 1991

Young Children's School

The opportunity for secondary school superintendents to participate in the 1991-1992 Summer School Program is a valuable one. This program is designed to provide students with a variety of courses and activities during the summer months. The program is open to all students who are currently enrolled in the Hamilton Board of Education. The program is designed to provide students with a variety of courses and activities during the summer months. The program is open to all students who are currently enrolled in the Hamilton Board of Education.

Timeline: July 1, 1991 - August 31, 1991

MARCH, 1992

PROGRAMS

1991 - 1992

HAMILTON BOARD OF EDUCATION
ADULT AND CONTINUING EDUCATION

Adult Learning Centres

Briarwood
Southview
Marty Karl

- Adult Basic Education
- Developmentally Handicapped Adults
- Independent/Home Study Credit Courses

Heritage Language

English As A Second Language

General Interest - Day and Evening

Evening School

Summer School

Adult Only Day Credit Courses

Alternative Education

Community Schools

Young Offenders School

Driver Education

ACTION TEAM RECOMMENDATIONS

SUMMER SCHOOL PROGRAMS

Recommendations

1. The average class size of summer school secondary school credit courses be established at twenty (20) with a minimum class size of fifteen (15); however, where a course has implications for graduation, the principal of Adult and Continuing Education be permitted to use his/her discretion related to the course offering.
Timeline: July 1, 1991
2. The number of summer school sites be reduced from three (3) to two(2) with a full-time equivalent supervisor at each location.
Timeline: July 1, 1991
3. A guidance counsellor be assigned to each summer school site for the first week of the program at a rate of pay consistent with the instructional rate for qualified teachers.
Timeline: July 1, 1991
4. An elementary summer school program including Remedial Mathematics Skill Building, Reading Development Skill Building and English As A Second Language be re-introduced. The recommended configuration would entail two sites in the lower city and one in the upper city.
Timeline: July 1, 1992

HERITAGE LANGUAGE PROGRAMS

Recommendations

5. The exemplary Heritage Language programming for elementary students be maintained.
Timeline: On-going
6. The opportunity for secondary school students to obtain third language credits at summer school and/or night school be made available under the new Ministry of Education's International Language guideline.
Timeline: Effective September 1, 1991

EVENING SCHOOL CREDIT PROGRAMS

Recommendations

7. The average class size of evening school credit courses be established at twenty-four (24) with a minimum class size of fifteen (15).
Timeline: September 1, 1991
8. The number of evening school credit sites be maintained at four (4) with one site being for Ontario Academic Credits (OAC).
Timeline: September 1, 1991
9. A day time student be permitted to take a night school credit(s) with the permission of his/her day school principal given the following criteria: the course is not available at the day school; or the course is not accessible in the student's timetable; or the student is taking his/her last credit; or there are exceptional circumstances requiring special consideration.
Timeline: September, 1991

ENGLISH AS A SECOND LANGUAGE PROGRAMS

Recommendations

10. Given the current rate of immigration, there is a need to develop a comprehensive plan to raise community awareness of the availability of credit and non-credit courses offered by this Board.
Timeline: Effective immediately
11. The number of day time and evening Adult English Second Language locations throughout the community be expanded on a cost recovery basis. Initial new proposed locations to be identified by November, 1991.
Timeline: January, 1992.
12. An adult Assessment Centre be established to deal with the assessment and placement of Adult English Second Language clients on a continuous intake basis.
Timeline: January, 1992.

ADULT DAY SCHOOL PROGRAMS

Recommendations

13. The current practice of allocating staff for adult lines be continued and that the norm for class size be established at twenty (20) students; however, in initiating a new course the minimum class size be established at fifteen (15) students.
Timeline: September 1, 1991
14. Adults be encouraged to take at least two credits concurrently.
Timeline: September 1, 1991
15. Opportunities be increased to allow adult learners the possibility of taking academic credits in regular secondary school settings. Where possible this should be in adult dedicated sections but combined with regular day school students where necessary.
Timeline: On-going

ADULT BASIC EDUCATION PROGRAMS

Recommendations

16. It is expected that Adult Basic Education (A.B.E.) programs will be established on a cost recoverable basis in terms of salaries and instructional supplies.
Timeline: On-going
17. The start-up expectations for an A.B.E. class should be established at a minimum of eight (8) students and a maximum of ten (10) on the fourth (4th) class of the session.
Timeline: Effective September 1, 1991
18. Additional A.B.E. sites be established in the east end of the lower city and where possible, sites be situated in close proximity to the availability of grade nine (9) and ten (10) core credit programs.
Timeline: November 1, 1991

GENERAL INTEREST COURSES

Recommendations

19. It is expected that the fee structure for General Interest Courses be established on a cost recoverable basis in terms of salaries and instructional supplies and that the number of sessions being offered be reduced from three shorter sessions to two longer ones.
Timeline: On-going
20. The average class size by centre for General Interest Courses be established at sixteen (16) with a minimum class size of twelve (12).
Timeline: Effective September 1, 1991
21. The number of evening locations for General Interest Courses be reduced from nine (9) to eight (8) with the closing of the Sir Winston Churchill site.
Timeline: Effective September 1, 1991
22. Additional daytime sites for General Interest Courses be established in the east end of the lower city.
Timeline: September 15, 1991

CORRESPONDENCE/SELF-STUDY CREDIT PROGRAMS

Recommendations

23. The existing program for Correspondence/Self-Study at the Southview and McIlwraith Adult Learning Centre be re-structured.
Timeline: July 1, 1991
24. Sufficient staff be employed through the summer in order to provide program continuity for those adults wishing to pursue existing career goals.
Timeline: July and August, 1991
25. No Ontario Academic Credits be offered in this program.
Timeline: September 1, 1991
26. Alternative and/or supplementary curriculum materials be sought or developed which will address the wide variety of adult learners' needs and learning styles.
Timeline: Initial exploration of feasibility by March, 1992.
27. Adults entering this program be strongly encouraged to take a credit or half-credit in "Personal Life Management" under the Guidance 1984 guideline.
Timeline: September 1, 1991

GLOBAL RECOMMENDATIONS

28. An overall philosophy and mission statement be established for each program under the Adult and Continuing Education umbrella within the framework of the Board's Mission and Vision Statements.
Timeline: Fall 1991
29. Every effort be made to facilitate an atmosphere of co-operation among the three Boards of Education, Mohawk College and various community agencies as it relates specifically to Adult and Continuing Education.
Timeline: On-going
30. An Advisory Council made up of community representatives, Trustees and Board Officials be established to advise on the development of Adult Education programs.
Timeline: Spring, 1991
31. Strong initiatives be developed related to staff development activities for those employees engaged in the teaching of adults across the many program offerings of this Board.
Timeline: Fall, 1991
32. The Fairview Adult Learning Centre be closed and existing programs housed at alternative sites.
Timeline: June 30, 1991
33. An Adult Learning Centre be established for the purpose of offering A.B.E., E.S.L., and General Interest Courses in the facility presently known as Briarwood Secondary School.
Timeline: January 1, 1992
34. An "Adult Assessment" component be established as part of the mandate for the Briarwood Adult Education Centre in order to deal effectively with the assessment, placement, orientation and program needs unique to adult learners.
Timeline: January 1, 1992
35. The Adult and Continuing Education Department be restructured in order to accommodate the effective operation of the program as defined in this report. Further that the present role of Consultant be changed to Administrator of Adult Centres and the role redefined in keeping with the new set of responsibilities. The job of Administrative Assistant (non academic) be advertised to replace the job of Coordinator of Continuing Education.
Timeline: Effective September 1, 1991

36. A longitudinal study be established by the Adult and Continuing Education Department in conjunction with the Research Department to ascertain those factors which contribute to the high attrition rates for night school, adult day school and summer school programs.
Timeline: October, 1991
37. It is recommended that an annual report be prepared each April providing the Senior Administration and Trustees with an ongoing update regarding the overall effectiveness and economic viability of each of the programs within the Adult and Continuing Education Department.
Timeline: Ongoing effective April, 1992.
38. and 39.
The Principal ensure that for any credit program offered, Ministry of Education and Board guidelines for instruction and evaluation are followed.
Timeline: On-going
The Principal of Adult and Continuing Education develop a plan with the Assistant Superintendent of Program to provide the necessary curriculum support for credit courses offered under the auspices of the Adult and Continuing Education Department.
Timeline: July, 1991
40. Specific plans be developed to actively communicate to the public at large the variety of program offerings and modes of delivery available to them through the Board of Education for the City of Hamilton.
Timeline: July, 1991

ACTION TEAM RECOMMENDATIONS -- RESULTS

SUMMER SCHOOL

1990 - Enrolment - 1932 Loss - \$98,000.00

Recommendation #1 established a minimum class size resulting in the following revenue change for the Summer of 1991.

1991 - Enrolment - 2235 Gain - \$19,000.00

- The Summer Skill School was recommended to begin in the Summer of 1992

Cost - \$38,000.00

HERITAGE LANGUAGE

<u>Sites</u>	<u>No. of Languages</u>	<u>No. of Students</u>
15	25	2,190

- We now offer Hebrew as a credit course.
- We have had three additional requests to offer credits - Greek, Korean, and Portuguese.

1991 - COSTS AND REVENUES

Item	Cost	Revenue
Salaries	\$227,000.00	-----
Supplies	8,200.00	-----
Caretaking	10,600.00	-----
Grants	<u> </u>	<u>\$310,241.00</u>
	\$245,800.00	\$310,241.00

- Annualized gain \$64,441.00

EVENING SCHOOL CREDIT

ENROLMENT

	Delta 9 - 12	Westdale 9 - 12	Westmount 9 - 12	Scott Park OAC
Feb. 1991	522	218	582	505
Sept. 1991	382	171	324	343
Feb. 1992	601	273	439	610

EVENING GENERAL INTEREST

ENROLMENT

1990	3107
1991 Fall Session	1394
1992 Winter Session	852

Summary of Costs and Revenues -
Evening School - Credit and General Interest
September to December, 1991

Program	Cost	Revenue
Credit	\$192,000.00	\$190,000.00
General Interest	80,000.00	109,000.00
Administration	64,000.00	-----
Materials	18,000.00	-----
Advertising	30,000.00	-----
	<u>\$384,000.00</u>	<u>299,000.00</u>

- Annualized loss \$170,000.00

ENGLISH AS A SECOND LANGUAGE

Locations	No. of Students
6	890

1991 - COSTS AND REVENUES

Item	Cost	Revenue
Salaries	\$312,000.00	-----
Professional Development	500.00	-----
Supplies	9,950.00	-----
Salvation Army	5,000.00	-----
Grants		\$500,580.00
	<u>\$327,450.00</u>	<u>\$500,580.00</u>

- Annualized gain \$173,130.00

ADULT CENTRES

<u>Program</u>	<u>Briarwood</u>	<u>Southview</u>	<u>Marty Karl</u>
Correspondence/ Self Study	80 students	225 students	104 students
Adult Basic Education	2 classes	4 classes	4 classes
Modified Adult\ Basic Education	1 class	-----	-----
English As A Second Language	Mornings 1 class	Afternoons 1 class	-----
General Interest	7 courses	20 courses	-----
Computers	6 courses beginning in late March	-----	-----

- The number of tutoring hours was reduced at Southview from 123 to 54 weekly.
-- Annualized saving \$110,000.00

ENGLISH AS A SECOND LANGUAGE

Location	No. of Students	Start	End	Cost	Revenue
Adult Basic Education	25	1/15/84	12/15/84	\$2,500.00	\$2,500.00
General Interest	7	1/15/84	12/15/84	\$700.00	\$700.00
Computer	8	1/15/84	12/15/84	\$800.00	\$800.00
English As A Second Language	15	1/15/84	12/15/84	\$1,500.00	\$1,500.00
Adult Basic Education	25	1/15/84	12/15/84	\$2,500.00	\$2,500.00
General Interest	7	1/15/84	12/15/84	\$700.00	\$700.00
Computer	8	1/15/84	12/15/84	\$800.00	\$800.00
English As A Second Language	15	1/15/84	12/15/84	\$1,500.00	\$1,500.00
Adult Basic Education	25	1/15/84	12/15/84	\$2,500.00	\$2,500.00
General Interest	7	1/15/84	12/15/84	\$700.00	\$700.00
Computer	8	1/15/84	12/15/84	\$800.00	\$800.00
English As A Second Language	15	1/15/84	12/15/84	\$1,500.00	\$1,500.00

ADULT CENTER

Program	Enrollment	Start	End	Cost	Revenue
Adult Basic Education	25	1/15/84	12/15/84	\$2,500.00	\$2,500.00
General Interest	7	1/15/84	12/15/84	\$700.00	\$700.00
Computer	8	1/15/84	12/15/84	\$800.00	\$800.00
English As A Second Language	15	1/15/84	12/15/84	\$1,500.00	\$1,500.00
Adult Basic Education	25	1/15/84	12/15/84	\$2,500.00	\$2,500.00
General Interest	7	1/15/84	12/15/84	\$700.00	\$700.00
Computer	8	1/15/84	12/15/84	\$800.00	\$800.00
English As A Second Language	15	1/15/84	12/15/84	\$1,500.00	\$1,500.00
Adult Basic Education	25	1/15/84	12/15/84	\$2,500.00	\$2,500.00
General Interest	7	1/15/84	12/15/84	\$700.00	\$700.00
Computer	8	1/15/84	12/15/84	\$800.00	\$800.00
English As A Second Language	15	1/15/84	12/15/84	\$1,500.00	\$1,500.00

The number of sitting hours was reduced at English from 125 to 54 weekly.
- Annualized saving \$16,000.00

RECOMMENDATIONS TO BE CONSIDERED FOR 1992

SUMMER SCHOOL

1. The Summer Skill School scheduled to re-open in 1992 be postponed until further notice.
Savings \$39,000.00

EVENING SCHOOL

1. Close three general interest schools
Savings \$44,000.00

Program Implications - The Evening School General Interest Program will be better served by consolidation.

2. Maintain the general interest fee at \$2.50 per hour and \$1.25 per hour for senior citizens.
3. Eliminate the Premium course and Non-Resident fee structure.
4. Increase the minimum class size from 15 to 20 students for credit courses.

ADULT CENTRES

1. Maintain Marty Karl and Briarwood.
2. Consider closing Southview
estimated savings \$185,000.00

Program Implications - All programs offered at Southview could be accommodated at Briarwood.

RECOMMENDATIONS TO BE CONSIDERED FOR 1992

SUMMER SCHOOL

1. The Summer Day School schedule is to open in 1992 as proposed with minor changes.
Savings \$33,000.00

EVENING SCHOOL

1. Close three general interest schools.
Savings \$14,000.00
2. Program Integration - The Evening School General Interest Program will be better served by consolidation.
3. Maintain the general interest fee at \$2.50 per hour and \$1.25 per hour for senior citizens.
4. Eliminate the Evening School and Non-Resident fee structure.
5. Increase the minimum class size from 15 to 20 students for credit courses.

ADULT CENTER

1. Maintain Mary Kay and Birchwood.
 2. Consider closing Southway.
Estimated savings \$165,000.00
- Program Integration - All programs offered at Southway could be accommodated at Birchwood.

**REPORT OF THE
TRANSPORTATION COMMITTEE**

Present: M. Lowe (Chairman); Trustees Desmarais, Rodgerson, Rogers and Cunningham.

Officials

Present: G. Rutledge, Controller
S. Wilson, Transportation Officer

The Committee recommends:

GENERAL

1. That the following recommendations regarding the Report on Transportation for Gifted - Secondary be approved:

- a) That the report be received for information.
- b) That there be no change in the present practice.

2. That the Report regarding Reduction in Transportation Grants (cost reduction suggestions) be received for information.

Respectfully submitted,

M. LOWE,
Chairman

Committee Room,
1992 02 25

REPORT OF THE
COMMISSIONER OF THE
LAND OFFICE

Presented to the Senate of the United States at the Session of 1892-93
by the Honorable J. M. Smith, Commissioner of the Land Office

Washington:
Government Printing Office
1893

The Commission on the Land Office

GENERAL

1. That the following recommendations are submitted for the consideration of the Senate:
- a. That the report of the Commissioner of the Land Office for the year 1892-93 be approved.
- b. That the report of the Commissioner of the Land Office for the year 1892-93 be approved.
- c. That the report of the Commissioner of the Land Office for the year 1892-93 be approved.

Respectfully submitted,

J. M. Smith,
Commissioner of the Land Office

Presented to the Senate of the United States at the Session of 1892-93
by the Honorable J. M. Smith, Commissioner of the Land Office

**REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE**

Present: F. Oommen (Chairman); Trustee Bishop; Mesdames Dalziel, Trott and Krueger; Messrs. Adamson and Park, Drs. Marshall and Mason.

Officials

Present: E. Bond (Superintendent of Program)
R. Adams (Co-ordinator, Special Education)
O. Jackson (Supervisor, Research Services)
E. Hipkiss (SERT, Helen Detwiler School)

The Committee recommends:

1. That the Learning Resource Teacher Update be received for information.

Respectfully submitted,

F. OOMMEN,
Chairman

Lower Auditorium,
1992 02 19

REPORT OF THE
PEACELAND AREA ADVISORY COMMITTEE

- Members:
- 1. Chairman (Mr. J. H. ...)
 - 2. ...
 - 3. ...
 - 4. ...
 - 5. ...
 - 6. ...
 - 7. ...
- Officers:
- 1. ...
 - 2. ...
 - 3. ...
 - 4. ...
 - 5. ...
 - 6. ...
 - 7. ...

The Committee's Recommendations

1. That the following ... be ...

Respectfully submitted,

W. O. ...
Chairman

James A. ...
1962 05 10

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1992 03 10

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

- (i) Hampton Heights, Grade 8, Ottawa, 1992 05 06-08 (Wednesday to Friday)
- (ii) Lawfield, Grades 7-8, Quebec City, 1992 05 06-09 (Wednesday to Saturday)
- (iii) Viscount Montgomery, Grade 8, Outdoor Education, Kilcoo Camp (Minden), 1992 05 26-30 (Tuesday to Saturday)
- (iv) Viscount Montgomery, Grade 6, Penetanguishene/Sudbury, 1992 06 15-17 (Monday to Wednesday)
- (v) Viscount Montgomery, Grade 7, Outdoor Education, Tim Horton Memorial Camp, 1992 06 22-24 (Monday to Wednesday)
- (vi) Sherwood, Grades 9-OAC, Music Festival, Boston, 1992 04 23-27 (Thursday to Monday)
- (vii) Westdale, Grades 9-OAC, Holiday Valley, U.S.A., 1992 03 27 (Friday)
- (viii) Westdale, Grades 11-OAC, Spain, 1992 04 13-22 (Monday to Wednesday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

Hamilton Board of Education
100 Main Street
Hamilton, Ontario
L8N 3K1

In the presence of the Board,
Questions to be asked
Hamilton Board of Education

Before and After:

EXHIBIT A

I have the honor to present the following recommendations for your attention:

(a) That the following are recommended for approval:

- (i) Hamilton Heights Grade 8, 1987 to 1988 (1987-1988)
- (ii) Hamilton Heights Grade 7, 1987 to 1988 (1987-1988)
- (iii) Hamilton Heights Grade 6, 1987 to 1988 (1987-1988)
- (iv) Hamilton Heights Grade 5, 1987 to 1988 (1987-1988)
- (v) Hamilton Heights Grade 4, 1987 to 1988 (1987-1988)
- (vi) Hamilton Heights Grade 3, 1987 to 1988 (1987-1988)
- (vii) Hamilton Heights Grade 2, 1987 to 1988 (1987-1988)
- (viii) Hamilton Heights Grade 1, 1987 to 1988 (1987-1988)
- (ix) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)
- (x) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)
- (xi) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)
- (xii) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)
- (xiii) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)
- (xiv) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)
- (xv) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)
- (xvi) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)
- (xvii) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)
- (xviii) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)
- (xix) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)
- (xx) Hamilton Heights Grade 0, 1987 to 1988 (1987-1988)

K. A. Kelly
Director of Education
100 Main Street

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1992 03 10

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: PRELIMINARY REVIEW OF MIDDLE SCHOOL PROGRAM

The report that follows outlines the progress of the Preliminary Review of the Middle School Program mandated by the Middle School Action Plan approved by the Board in April 1991.

RECOMMENDATION:

That this report be received for information.

Prepared by: Rick Clark, Middle School Special Assignment Teacher

Submitted by: Elizabeth G. Bond, Superintendent of Program

Approved by: Keith A. Rielly, Director of Education and Secretary

Approved by:
The Board of Directors
Date: 10/15/10

Approved by:
The Board of Directors
Date: 10/15/10

Approved by:
The Board of Directors
Date: 10/15/10

RECOMMENDATION

The Board of Directors has reviewed the report of the Board of Directors and has approved the same.

RECOMMENDATION

The Board of Directors has reviewed the report of the Board of Directors and has approved the same.

Approved by: The Board of Directors
Date: 10/15/10

Approved by: The Board of Directors
Date: 10/15/10

Approved by: The Board of Directors
Date: 10/15/10

Preliminary Review of the Middle School Program
Interim Report

For the last decade schools in Hamilton with 11 to 14 year old students have been actively exploring a Middle School philosophy: ideas which have arisen from research about learners of that age (transescents). This movement was initially guided by a Middle School Task Force. A Middle School Survey in 1988 provided data for the work of a Development Committee which was formed in January 1990. From the work of that committee a Middle School Action Plan was presented to and approved by the Board in April 1991. The contents of that document are now Board Policy.

Recommendation 4 of the Action Plan mandates that "a preliminary review of Middle School program be conducted at each school by the middle school special assignment teacher ... and the area supervisor, in consultation with the principal, beginning in the fall of 1991". The purposes of this review are:

- to provide information to each school to help that school efficiently plan its implementation of middle school programming and
- to provide Areas and the system with baseline data both to efficiently plan implementation of middle school programming and from which to measure progress through the '94 - '95 review.

Representatives from many areas in the system were gathered to form a steering committee whose mandate is:

- to facilitate the preliminary review of middle school program;
- to provide direction for the review process and validation of the instruments to be used;
- to communicate to stakeholders and
- to assess the review process and make recommendations.

A work group consisting of personnel from the Middle School Development Committee, the Steering Committee, the Middle School Representative Teachers and others interested in the task has met to develop key indicators which will demonstrate the presence in a teaching situation of each of the seven program strands (Active Learning, Keyed to Ability, Relevant/Interesting, Learning to Learn, Integrated, Evaluation and Student Support) outlined in the Action Plan. A small committee representative of that group is developing, with the assistance of a member of the Research Department, a review instrument from those indicators.

The Area Supervisors are working with their middle school Principals to prepare for an effective administration of the review.

It is hoped that by March the instruments will have been validated by the steering committee and that the review will be completed in April, with results going to the principals by early May. These data will support each school in developing an individualized school plan based on their results in further implementing specific aspects of middle school programming where the data demonstrates a need as well as assisting the relevant program co-ordinators in developing or implementing program. Area-wide results will similarly shape the development of the middle school aspects of Area plans, and city-wide profiles will help shape the middle school aspects of plans within the Program Department.

It is expected that this review will optimize the use of resources supporting the movement toward more effective middle school programming. It will do so by diagnosing where those resources may be most effectively used. With the data from this preliminary review it is hoped that the other aspects of the Middle School Action Plan will be more efficiently implemented.

BOARD OF EDUCATION FOR THE CITY OF HAMILTON
100 MAIN STREET WEST
HAMILTON, ONTARIO

March 10, 1992

To the Chairman and Members
Operations Management Committee
Board of Education for the City of Hamilton
100 Main Street West
Hamilton, Ontario

Ladies and Gentlemen

RE: THE REOPENING OF HIGHVIEW MIDDLE SCHOOL

We are pleased to present the officials' plan regarding the reopening of Highview School. Information presented in this report involves four issues:

- (a) changes to middle school boundaries;
- (b) changes to bus routes;
- (c) changes to junior school boundaries.
- (d) 1992 budget allocation

The reopening of Highview Middle School, effective September, 1992, to accommodate families in the immediate neighbourhood and families living east of Upper Gage Avenue and south of Stone Church Road, was approved in June, 1990. (Accommodation Report, 1990, Recommendation 5.4, page 34)

For 1992-93, the changed boundaries described in this report will affect all students in grades 6 and 7. Students in grade 8 will be permitted to attend the school in which they completed grade 7. Families living in the new Highview area, wishing to have children in several grades of middle school remain together, will be required to have their children attend the new school.

As a result of the boundary changes, the opening enrolment for Highview, including provision for special education and English as a second language, is projected to be 225 students. Depending on specific program space requirements, the capacity of Highview using H.B.E. standards is approximately 500 students. It is projected that Highview will reach its capacity within two years of opening.

BOUNDARY CHANGES

Reference to the attached map will provide the detailed boundaries for September, 1992.

- (i) East half of Block 56, Blocks 59 and 60
Change from Hampton to Highview

IMPACT ON ENROLMENTS

Block 56: Approximately 12 students per grade will move from Hampton to Highview

Block 59: Approximately 10 students per grade will move from Hampton to Highview

Block 60: Approximately 13 students per grade will move from Hampton to Highview.

IMPACT ON TRANSPORTATION

In 1991-92, two bus routes service Block 60 going to Hampton, Huntington and Fernwood. With the reopening of Sherwood Junior School, no child lives more than one mile from an junior elementary school in Blocks 59, 60 or 61. With the change in "distance from school" policy for middle schools, no student in grades 6, 7, or 8 will live further than 1.5 miles from middle school in these blocks. It may be possible for the Board to cancel two bus routes in this community at a savings of approximately \$28,000 per bus.

- (ii) Blocks 90, 91, 92, 97, 98
Change from Lawfield to Highview.

IMPACT ON ENROLMENT

Block 90: Approximately 25 students per grade will move from Lawfield to Highview.

Block 91 and 92 are zoned "light industry" and the impact on schools for changes in these blocks is negligible.

Block 97: For September, 1992, it is expected that approximately 15 students per grade will move from Lawfield to Highview. It should be noted that a considerable amount of construction is occurring in this neighbourhood. It is expected that increased enrolments will be received from this community for at least the next 5 years.

IMPACT ON TRANSPORTATION

At the present time, all students are bussed from Block 90 and Block 91 to Lawfield (4 bus routes to Lawfield/Vern Ames). These bus routes will have to be reorganized to permit students to be transported separately to Vern Ames and Highview. It must be noted that the middle school population in both Block 90 and Block 97 is expected to increase substantially for the next five years or more. Additional transportation would be required for these students whether they attended Lawfield or Highview.

(iii) East half of Block 70
Change from Lawfield to choice between Lawfield or Hampton

IMPACT ON ENROLMENT

Approximately 45 to 50 students live on the east side of Block 70. The majority of these students live in the south section of this block. It is expected that approximately 8 to 10 students will choose to attend Hampton over the next several years.

IMPACT ON TRANSPORTATION

Students living in the south east corner of this block receive bus tickets to reach Lawfield. With this area becoming optional, no student will live more than 1.5 miles from at least one middle school and tickets may be cancelled.

CHANGE IN JUNIOR SCHOOL BOUNDARIES

For 1991-92, students living in Block 59 could choose to attend Peace Memorial, Fernwood or Huntington. For 1992-93, it is proposed that this area become "parent choice" from these three schools and Sherwood.

1992 BUDGET ALLOCATIONS

The Plant Department has reviewed the Highview building and estimates that \$150,000 of maintenance and repair work is required to have the building ready for opening. Some renovation work, estimated to cost \$150,000, is required to prepare speciality rooms: mainly for the Design and Technology Room; also wiring for the computer lab; and installation of equipment for Family Studies, Visual Arts and Library. Furniture and equipment requirements for classrooms and speciality rooms to support start-up of the program will total \$275,000. Instructional supplies and textbooks are estimated to cost \$90,000. The total budget for reopening is \$665,000.

RECOMMENDATION

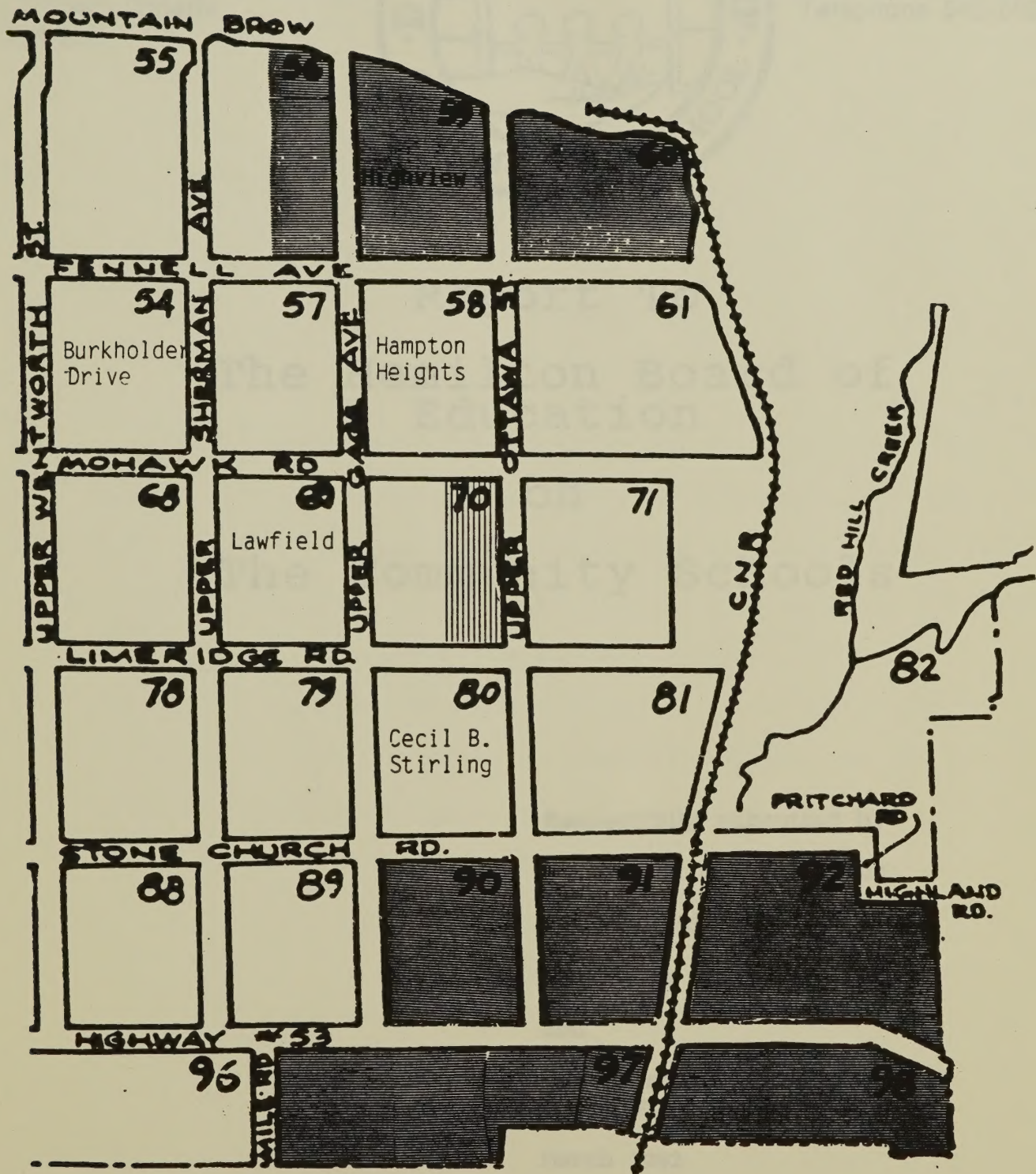
It is recommended that this report be received for information.

Prepared by: P. Gillie, Superintendent, Area 4
O. Jackson, Supervisor of Research Services

Submitted by: P. Gillie, Superintendent, Area 4

Approved by: K. Rielly, Director of Education and Secretary

BOUNDARIES FOR HIGHVIEW MIDDLE SCHOOL
SEPTEMBER, 1992



NOTE: The boundary in Block 56 is between 34th Street and 35th Street.

1900
 1900
 1900



1900 The Company in Block 20 is between Main Street and 1st Street.

139 Parkdale Avenue North
Hamilton, Ontario
L8H 5X3



(at PARKDALE SCHOOL)
Telephone 545-6028

Report To
The Hamilton Board of
Education
on
The Community Schools

Respectfully submitted by

Jeff Wright & Sue Moulton

on behalf of

The Doors of Friendship

and

North Central Community
School Association

March 1992

NCCA

NORTH CENTRAL COMMUNITY SCHOOL ASSOCIATION

460 WENTWORTH STREET NORTH
HAMILTON, ONTARIO L8L 5W8
(416) 527-7752

"A Place for People"



Report to
The Hamilton Board of
Education
ON
The Community Schools

Presented by
The Board of Education
at a meeting held
on the 14th day of
November, 1964
at 7:30 p.m.
in the Board Room,
City Hall, Hamilton,
Ontario

100-100-100

SUMMARY

This report was completed to inform Board Officials about the happenings of the Doors of Friendship and the North Central Community Schools. The report gives a brief history of The Community Schools. It outlines the programs, the number of participants and who actually uses the Community School. It should be noted that the numbers reflected in this report are amalgamated between the two schools, and are based on an average week.

This report was submitted to various State officials

about the happenings at the State of Louisiana and the

State Council, Louisiana, etc. The report given to the

Secretary of the Council, etc. It contained the following

The Council of Louisiana and the State Council, etc.

Executive order: The Council of Louisiana and the State Council, etc.

Executive order: The Council of Louisiana and the State Council, etc.

Executive order: The Council of Louisiana and the State Council, etc.

In 1975 and 1977 the public schools of Robert Land and Parkdale were designated by the Hamilton Board of Education as Community Schools. This concept calls for an extension of the role of the traditional school from the formal learning centers to a multi-purpose community resource centre, with no barriers to age, sex, or background.

The program was developed to help the community grow in four specific areas: 1) develop leadership skills, 2) promote interaction, 3) increase community awareness of the school, and, 4) help develop self-respect and self-worth.

These four areas are defined in greater detail:

- 1) To foster and involvement of the people in identifying their own needs and in providing volunteer leaders from among themselves to plan appropriate programs and activities and to participate in leadership roles and responsibilities
- 2) To promote the interaction of i) adults with adults, ii) adults with youth, and iii) adults and youth with children.
- 3) To increase community awareness of the school and its program as a meaningful institution in the community.
- 4) To develop people participation towards the positive goal of building individual and collective self-respect and self-worth, with the ultimate aim of reducing conflict with community institutions.

The "Community School Worker" has changed over the years. The original Worker was a teacher whose duties included half of his time in the classroom, and the other half of his time was spent on the building of the community involvement in the

In 1975 and 1977 the public schools of Kansas City and
District were designated by the Kansas State of Education
as Community Schools. This concept calls for an extension
of the role of the traditional school from the 1940s
functioning primarily as a child-rearing community resource
center, with no relation to the city, state, or federal
The program was developed to help the community school
in four specific areas: 1) develop leadership skills, 2)
provide information, 3) increase community awareness of the
school, and 4) help develop self-reliance and self-help.
These four areas are defined in greater detail:
1) To increase and involvement of the people in
identifying their own needs and in developing
volunteer leaders from among themselves to plan
significant programs and activities and
participate in leadership roles and
responsibilities
2) To provide the information of its activities with
advisors, its status with parents, and its status with
the community
3) To increase community awareness of the school
and its program as a meaningful institution in the
community
4) To develop people participation towards the
positive goal of building individual and collective
self-respect and self-worth with the ultimate aim
of reducing conflict with community institutions
The "Community School Model" has changed over the years
The original notion was a teacher whose duties included all
of his time in the classroom, and the other half of his time
was spent on the building or the community involvement in the

school. Since then, there have been Workers with Social Service, and Recreational backgrounds. But over the years, the role of the Community School Worker has not changed.

The Community School provides various programs based on the interests and needs of the community to help them in development and use of their leisure time. The scope of the Community School's services and programs are endless.

The Community Schools service well over 500 participants weekly. Presently we serve approximately fifty children under the age of five, in the Kinder-gym, Munchkins and Tiny-tot craft programs. While serving approximately 300 school age children (ages 6 - 12) per week, in programs from Cooking to Karate to Computers we also have specific programs that are set-up for the teen-agers (ages 13 - 17), attracting approximately 100 teens per week.

Every week we attract approximately 50 adults participating in programs including: Karate, Fitness, Clog Dancing, and Euchre.

The programs are not just recreational in nature, they are educational, too, such as weekly Reading Circles and Homework Helpers. They are also social, such as the Beautiful You Club, that teaches the importance of proper health, and hygiene techniques to the participants. As well the V.I.P Club which emphasizes the building of one's self-

school. Since then, there have been various other
schools and educational institutions. But over the years,
the role of the Community School has not changed.

The Community School provides various programs based
on the interests and needs of the community in which it
operates and use of local resources. The scope of the
Community School's activities and programs are as follows.

The Community School provides a wide range of services
and programs. Generally, we have approximately 15-20
different programs. In the first place, we have a
day-care program. While we have approximately 100
children and adults (ages 2 - 12) who attend our
program on a regular basis, we also have special programs
for the children. The day-care program is a full-time
program and is open to all children who want

to attend. We also have a program for children
with special needs. This program is open to all
children who have special needs. We also have a
program for children who are at risk of dropping out of
school. This program is open to all children who are at risk of dropping out of school.

The programs are not just restricted to children. They
also include programs for adults. We have a program for
adults who are interested in learning English. We also
have a program for adults who are interested in learning
about the community. We also have a program for adults
who are interested in learning about the history of the
community. We also have a program for adults who are
interested in learning about the culture of the community.

esteem and the development of one's basic social skills. Referrals to these programs can be made by teachers and social workers.

Up to 85 volunteers are used seasonally to ensure the success of the programs. The volunteers include placement students from Community College Programs such as Recreation Leadership, and Social Services Worker Programs. Some volunteers are University students gaining necessary teaching skills that may assist in their application to Teacher's College. Many neighbours of our schools share their time, skills, and talents with us as volunteers along with working professionals and retirees who just want to contribute something. The Community Schools provide leadership training for the youth of today who in turn return to the school seeking volunteer experience previous to seeking employment. On an average week there are approximately 200 volunteer hours shared at the Community Schools.

The, Community Advisory Groups (CAG) are the backbone of the Community Schools. They are the major decision makers who contribute endless time and effort. They provide guidance and support for all programs, special events, and fundraising activities. Their fundraising not only enhances the daily programs financially but they also support day school programs. Money has been used to

compliment out trips, Christmas Parties, and other special activities. Purchases have included fridges, stoves, picnic tables, benches, a creative play structure, and special gifts at Christmas for children in the community.

During the summer months the Community School offer day camps, from 9:00 am to 3:00 pm daily, for children ages six to twelve. The registrations are accepted for a weekly session. There are six weeks of camp, and the registrants pay only two dollars per week, for a maximum of twelve dollars for the summer.

The structured programs allow day campers to join in on daily sing-a-longs, games, contests, arts and crafts, swimming, computers, special events, and day trips. Both camps are highly praised by the users and their families.

The Community Schools applied for, and received two grants under the Challenge '91, Student Employment Experience Development (SEED) program, as offered by the Department of Employment and Immigration Canada.

The Ministry of Community and Social Services has a grant that is developed to help students who are on Social Assistance, or are a dependent of someone on Social Assistance. The program is called the Summer Employment Experience Program (SEEP), and the Community Schools received five students from this grant.

organization and staff, including teachers, and other personnel.
Activities include: reading, writing, arithmetic, science, social studies,
music, drama, and a variety of play activities, and special
events at Christmas for children in the community.

During the summer months the Community School offers
day camps, from 9:00 am to 3:00 pm daily. For children ages
six to twelve. The registration fee is \$2.00 and a weekly
contribution. There are six weeks of camp, and the registration
fee only for children ages six to twelve. For a maximum of twelve children
for the summer.

The after-school program offers day camps for girls in an
afternoon session, from 3:00 pm to 5:00 pm, daily. Activities
include: reading, writing, arithmetic, social studies, and day camps. There
are six weeks of camp, and the registration fee is \$2.00 and a weekly
contribution. There are six weeks of camp, and the registration
fee only for children ages six to twelve. For a maximum of twelve children
for the summer.

The Community School is a non-profit organization, and is
operated by the Board of Directors. The Board of Directors is
composed of representatives of the community and the school system.
The mission of the Community School is to provide a safe and
healthy environment for children and to help them to reach their
full potential. The school is open to all children, regardless of
race, religion, or social class. The school is a member of the
National Association of Community Schools, and is affiliated with
the United Negro College Fund. The school is a 501(c)(3) organization,
and is exempt from federal income tax. The school is a member of the
National Association of Community Schools, and is affiliated with
the United Negro College Fund. The school is a 501(c)(3) organization,
and is exempt from federal income tax.

The Community Schools received a grant from The Ministry of Education, called Challenge '90. We hired two University students. This grant was shared 50/50 between Parkdale and Robert Land and with this grant we were able to run the See and Be Reading Camp. This camp was set-up to help develop the childrens' reading and learning ability. This was done by games, activities, and trips that were geared for learning.

The Community Schools provide programs and services to two very diverse and distinct neighbourhoods.

At Parkdale they have involvement with the S.T.A.R. program from the Kenora and Oriole Crescent Housing Units. The STAR program comes into the school and runs a Computer program, and the Doors of Friendship puts in five students per class.

With Parkdale School being so close to Oriole One and Two, they attract a lot of participants from these Hamilton Housing Units. The Doors of Friendship also draws people from the Housing Units on Lang Street. Not only do they attract a lot of people from these Units, they also attract people from the Kenora Housing Complex and even draw people from as far away as Congress Crescent.

Robert Land also services people in houses that are geared-to-income, with many people who fall into low the to middle income categories, economically.

The Community School is located a short time from the Highway
at 1000 ft. on the Highway 125. It is a fine building
and is a very good example of the type of building that
should be built in the country. The building is a very
good example of the type of building that should be built
in the country. The building is a very good example of the
type of building that should be built in the country.

The Community School is a very good example of the type
of building that should be built in the country. The
building is a very good example of the type of building
that should be built in the country. The building is a
very good example of the type of building that should be
built in the country. The building is a very good example
of the type of building that should be built in the
country. The building is a very good example of the type
of building that should be built in the country.

The Community School is a very good example of the type
of building that should be built in the country. The
building is a very good example of the type of building
that should be built in the country. The building is a
very good example of the type of building that should be
built in the country. The building is a very good example
of the type of building that should be built in the
country. The building is a very good example of the type
of building that should be built in the country.

The Community School is a very good example of the type
of building that should be built in the country. The
building is a very good example of the type of building
that should be built in the country. The building is a
very good example of the type of building that should be
built in the country. The building is a very good example
of the type of building that should be built in the
country. The building is a very good example of the type
of building that should be built in the country.

The Community Schools are also involved with other viable agencies within the community. Some of which are as follows:

John Howard Society	Elizabeth Fry
Hamilton-Wentworth Police	Local schools
Alternatives for Youth	Local Libraries
Chedoke-McMaster Hospitals	Children's Aid
- (COPE)	
Community College (Mohawk)	

There appears to be a certain push by the Board of Education, at least in Area Three, to get more outside programs involved in the schools. The word they prefer to use is collaboration, meaning the ability to work, or co-operate with a related agency. There are a lot of agencies that are developing "portable" programs that might be used in the school. The best example of these programs is the Chedoke-McMaster Hospitals, Community Parenting Program, which is running in many of our schools already, Dr. Cunningham's program appears to be very well accepted.

With the local "Area(s)" emphasizing this new initiative it should be stated that the Community Schools are the ultimate vehicle for getting these programs into the school, because of the school already being open, three nights of the week. The two schools have already arranged to have the COPE program in their schools. We have also had programs conducted by many of the other Agencies listed earlier in this report.

The Community Schools are also involved with other
various agencies within the community. Some of which are as

follows:

- | | |
|------------------|----------------------------|
| William W. Ryan | John Howard Society |
| Local Welfare | Parish-Hospital |
| Local Welfare | Administrative for Youth |
| Community School | Community School |
| | Community College (Hawaii) |

These agencies do in a certain part by the way of
education. At least in this time, we are not
program involved in the schools. The way that we
are in collaboration, meaning the ability to work, to co-
operate with a related agency. There are a lot of agencies
that are developing "partnership" programs and right in the
in the school. The last example of these programs is the
Parish-Hospital, Community Schooling Program,
which is running in many of our schools already.
Dr. Cunningham's program appears to be very well accepted.
With the local "partnership" organizations this new
initiative it should be noted that the Community Schools
are the highest priority for getting these programs into the
school. Because of the school already being open, there
is no of the work. The two schools have already started
to have the same program in their schools. We have also had
programs conducted by many of the other agencies listed
within in this report.

The cost to run such a program is relatively low. There are two full-time employees (\$70,000 between two schools), and a small operating budget for supplies.

It would be difficult to imagine what the two respective communities would be like without the presence of Community School Programs. An evident lack of affordable programs and services in the neighbourhoods, however, is obvious. Both neighbourhoods are in need of such programming, and are very under-serviced at present. The respect and understanding that the community has developed for the school and its services, would suffer. The positive attitudes pertaining to education could potentially shift quickly. Local businesses and neighbourhood streets would be crowded by the youths lingering outdoors, searching for a place to socialize. They would be unoccupied and unsupervised.

The undeniable positive interaction that children have with other children, and adults and vice versa would become extinct. Then necessary social skills and life skills that may not be taught at home or school could not be introduced or reinforced.

Hastily two very proud Communities that pride themselves with a very special identification would dwindle and eventually disappear.

There is a definite need for Community School Programs. A need for a place where everyone in the community can learn and work together. A place for people.

The cost for the school program is relatively low.

There are two full-time employees \$12,500 between the

school, and a small volunteer group for supplies.

It would be difficult to imagine what the two

respective organizations would be like without the presence of

Community School Program. It would have no students

programs and services in the neighborhood, however, it

exists. Both organizations are in need of such

programs, and are very active in the school. The

school and the community are both very active in the

for the school and the community, would be active. The

school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

The school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

school and the community are both very active in the

A G E N D A
OPERATIONS MANAGEMENT COMMITTEE
1992 04 07

URBAN MUNICIPAL

APR 22 1992

Confirmation of the minutes of the 1992 03 10 meeting.

GOVERNMENT DOCUMENTS

GENERAL**BUSINESS ARISING OUT OF THE MINUTES:**

1. Report from Officials re:
 - a) Safety in Schools
 - b) Training of staff with regard to equipment and On-site Management

NEW BUSINESS:

1. Recommendations of the Director of Education - Page A1
2. Presentations - Enrolment of Adults in Day School Classes in Secondary Schools
3. 1991 Audited Financial Statement and Treasurer's Report
- Separate attached package
4. 1991 Audited Financial Statement of the Board of Education for the City of Hamilton Foundation
- Separate attached package
5. Report re Capital Expenditure Multi-Year Forecast: 1992 - Pages 1 & 2
6. Rental Rates of School Facilities - Pages 3 to 28
7. Correspondence from the Fort Frances-Rainy River Board of Education regarding Funding of Public Education in Ontario (referred from the 1992 03 24 Board) - Pages 29 to 32

*coded separately
CA4 ON HBL W26
A56*

*→ CA4 ON HBL W26
A561*

ELEMENTARY/SECONDARY**BUSINESS ARISING OUT OF THE MINUTES:**

1. Response from the officials to the presentation regarding the Community Schools

NEW BUSINESS:

1. Recommendations of the Director of Education - Page 33
2. School Year Calendars and Holiday Schedule for the Education Centre and Secondary Schools
- Pages 34 to 50

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1992 04 07

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That up to fifteen students, one from each secondary school, be permitted to attend a Business Education Student Leadership Conference in Bolton, Ontario, 1992 05 12-13 (Tuesday to Wednesday).

(b) That two Business teachers, who are participating in the planned program, be permitted to accompany and supervise the students attending the Business Education Student Leadership Conference, 1992 05 12-13.

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv



Proposed Projects - For Growth

NOTE: Record all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1992.

Board		Section		Board Number
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON		GENERAL		6-4-319

Board Priority Number	Name of Project/School Location Midnet Number	Year(s) School Constructed	Ministry Rated Pupil Capacity		Number of Existing Portables/Portapaks	Project class code (see instructions)	Type of Project (Elem (E) Sec (S))	Estimated Cost (\$000)					Estimated Local Share (\$000)	Method of Financing
			Existing School *	This Project				1993	1994	1995	1996	1997		
1	NEW JK-5 SCHOOL	-	-	398	-	A1	E	6,000					3,000	DEBEN-TURES
2	NEW MIDDLE SCHOOL	-	-	479	-	A1	E		8,000				4,000	DEBEN-TURES
3	NEW JK-5 SCHOOL	-	-	398	-	A1	E		6,000				3,000	DEBEN-TURES
TOTAL \$								6,000	14,000				10,000	

* Including Relocatable Classroom Modules (RCM's), excluding Portables and Portapaks

Use Sub-Totals and Carry Forward if more than one page is required.

Board of Education
100 Main Street West
Hamilton, Ontario.
1992 04 07

To the Chairman and Members
Operations Management Committee
Hamilton, Ontario.

Ladies and Gentlemen:

Re: RENTAL RATES OF SCHOOL FACILITIES

The current policy: Use of School Accommodation By the Community was approved by the Board in July 1972. Specific rental rates were not set out in the policy. Rate adjustments have been made in 1976 (Monday to Friday, Saturday, Sunday and Holidays) and in 1988 (Saturdays, Sundays and Holidays). At this time, no changes in policy are being recommended.

"It is the policy of the Board of Education for the City of Hamilton to make school buildings available to community organizations to the fullest extent possible within the established regulations made with due regard for the preservation of the educational programme of the school and the protection and maintenance of the property. Various rental rates shall be charged to ensure adequate reimbursement of the cost of the use of the buildings."- policy: July, 1972 - Appendix "G".

The current and proposed rental rates are summarized on:
Appendix "A" Elementary Schools - one caretaker schools
Appendix "B" Elementary Schools - two caretaker schools
Appendix "C" Secondary Schools - two caretaker schools

Impact of Proposed Rental Rates:

City of Hamilton Recreation Department

(i) Non Recreation Centre Schools:

The most significant increases in rental rates take place Monday to Friday evenings in one caretaker schools (Appendix "A"). The increase is primarily attributable to bringing back a caretaker on overtime at time and one half and no increase to the rates since 1976.

Two caretaker elementary and secondary (Appendix "B", "C") schools without recreation centres have similar increases for Monday to Friday.

The rates for Saturday, Sunday and Holidays have modest increases since they were adjusted in 1988.

(ii) All Recreation Centre Schools:

There will be an increase in rental rates from Monday to Friday, since these rates were last adjusted in 1976 (Appendix "B", "C"). For gyms on Saturdays, Sundays and Holidays, there will be reduced rates as a result of locking off the gym from the rest of the school. That is, no caretaker is required. The responsibility to administer the facility rests with the City.

Impact of Proposed Rental Rates: Community Groups

The change in the rental rates is similar to the above, but not as pronounced for Monday to Friday in one caretaker schools. Previous rates for Community Groups were higher than for Recreation Department. In two caretaker elementary and secondary schools, there is a reduction in the rental rates for Monday to Friday.

Impact of Proposed Rental Rates: Child Care Centres

The proposed rental rates as shown on Appendix "D" will have a substantial financial effect on the Child Care Centres. At present the Board is only charging for the Child Care Centres at Allenby and Delta. The rental fee is \$14.00 per week for two classrooms (40 weeks X \$14.00 = \$560.00 per year). These rates have been in effect since 1981.

All other Child Care Centres have never been charged a rental fee.

Methodology To Determine Rental Rates

The proposed rental rates are based on the following methodology to recover the costs attributed to the use of the school facilities.

The rental rates have been determined in two parts:
fixed and variable costs.

Fixed costs include heat, light, power, supplies and repairs on a square foot basis (converted to an hourly rate for City and Community Groups).

Variable costs are for caretaking, based on the time of day, or day of the week for the rental which determines the hourly rate (ie. regular time, time and a half or double time).

The combination of the fixed and variable costs determines the total rental charge for each of the rentals.

Note: No administration or overhead costs have been included except as noted under Child Care Centres

For 1991, the elementary and secondary fixed costs are \$1.79 and \$2.13 per square foot respectively (Appendix "H"). To this amount, the variable cost for caretakers is added.

For rentals to City of Hamilton and Community Groups, the fixed and variable costs have been converted into an hourly amount as rates are quoted in dollars per hour or dollars per four hour periods to the rentor.

For Child Care Centres, the fixed and variable costs are quoted on an amount per square foot. The fixed costs (\$1.79 and \$2.13 per square foot) are the same as other rentals. The variable cost has been calculated by determining the additional hours for actual cleaning time at the appropriate hourly rate and dividing by the number of square feet. From the Child Care Committee of 1991 05 21, it was recommended that an amount of \$57,000 be added to reflect the administration costs (Appendix "E").

Recommendations

- (i) that the rates for the Recreation Department and Community Groups be approved.
- (ii) that the rates for Child Care Centres be approved.
- (iii) that all rental rates be reviewed and adjusted annually.

Prepared by: D. Kelterborn, Manager, Property and Insurance
Submitted by: P. Shewfelt, Superintendent of Finance and Treasurer
Approved by: K. A. Rielly, Director of Education and Secretary

to well and to be able to do so. The first thing I did was to get a good night's sleep. I went to bed at 10:30 and woke up at 6:30. I felt much better and was able to get up and go to work.

(1) I think the reason for the improvement was that I was able to get a good night's sleep. I went to bed at 10:30 and woke up at 6:30. I felt much better and was able to get up and go to work.

The first thing I did was to get a good night's sleep. I went to bed at 10:30 and woke up at 6:30. I felt much better and was able to get up and go to work.

well and to be able to do so. The first thing I did was to get a good night's sleep. I went to bed at 10:30 and woke up at 6:30. I felt much better and was able to get up and go to work.

to well and to be able to do so. The first thing I did was to get a good night's sleep. I went to bed at 10:30 and woke up at 6:30. I felt much better and was able to get up and go to work.

Appendix "A"

SUMMARY OF RENTAL RATES - ONE CARETAKER ELEMENTARY SCHOOLS

RECREATION DEPARTMENT (CITY)

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	NON RECREATION CENTRE SCHOOLS			ALL RECREATION CENTRE SCHOOLS			COMMUNITY GROUPS		
	PRESENT Rate (1)	PROPOSED Rate (2)		PRESENT Rate (3)	PROPOSED Rate (3)		PRESENT Rate (1)	PROPOSED Rate (2)	
Auditorium - Evenings - Monday to Friday Saturdays Sundays and Holidays	\$ 25.00 \$105.00 \$141.00	\$123.00 \$123.00 \$159.00		N/A N/A N/A	N/A N/A N/A		\$ 60.00 \$105.00 \$141.00	\$123.00 \$123.00 \$159.00	
Single Gym - Evenings - Monday to Friday Saturdays Sundays and Holidays	\$ 32.00 \$105.00 \$141.00	\$113.00 \$113.00 \$149.00		N/A N/A N/A	N/A N/A N/A		\$ 55.00 \$105.00 \$141.00	\$113.00 \$113.00 \$149.00	
Double Gym - Evenings - Monday to Friday Saturdays Sundays and Holidays	\$ 37.00 \$105.00 \$141.00	\$121.00 \$121.00 \$156.00		N/A N/A N/A	N/A N/A N/A		\$ 55.00 \$105.00 \$141.00	\$121.00 \$121.00 \$156.00	

NOTE:

- (1) Present Rate - Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976; Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime.
 (2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest \$.
 (3) There are no one caretaker elementary schools with a recreation centre.

Caretakers's Rate 4 Hour Period - Monday to Saturday \$105.00
 Sunday and Holidays \$141.00

92-03-31

Appendix "B"

SUMMARY OF RENTAL RATES - TWO CARETAKER ELEMENTARY SCHOOLS

RECREATION DEPARTMENT (CITY)

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)				COMMUNITY GROUPS	
	NON RECREATION CENTRE SCHOOLS	ALL RECREATION CENTRE SCHOOLS	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium - Evenings, Monday to Friday - Saturdays - Sundays and Holidays	\$ 25.00 \$ 109.00 \$ 146.00	\$ 55.00 \$ 127.00 \$ 164.00	\$ 25.00 \$ 109.00 \$ 146.00	\$ 55.00 \$ 127.00 \$ 164.00	\$40.00 - \$80.00 \$ 109.00 \$ 146.00	\$ 55.00 \$ 127.00 \$ 164.00
Single Gym - Evenings, Monday to Friday - Saturdays - Sundays and Holidays	\$ 25.00 \$ 109.00 \$ 146.00	\$ 44.00 \$ 117.00 \$ 154.00	\$ 16.00 \$ 18.00 \$ 18.00	\$ 44.00 Fixed Cost \$ 8.00 Fixed Cost \$ 8.00	\$ 55.00 \$ 109.00 \$ 146.00	\$ 44.00 \$ 117.00 \$ 154.00
Double Gym - Evenings, Monday to Friday - Saturdays - Sundays and Holidays	\$ 30.00 \$ 109.00 \$ 146.00	\$ 52.00 \$ 125.00 \$ 162.00	\$ 21.00 \$ 25.00 \$ 25.00	\$ 52.00 Fixed Cost \$ 16.00 Fixed Cost \$ 16.00	\$ 55.00 \$ 109.00 \$ 146.00	\$ 52.00 \$ 125.00 \$ 162.00

NOTE:

- (1) Present Rate - Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976; Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime.
 (2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest \$.

Caretaker's Rate 4 Hour Period - Monday to Friday \$ 36.00 (1/2 of total cost - caretaker on duty)

Saturday \$109.00

Sunday and Holidays \$146.00

92-03-31

Appendix "C"

SUMMARY OF RENTAL RATES - TWO CARETAKER SECONDARY SCHOOLS

RECREATION DEPARTMENT (CITY)

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	NON RECREATION CENTRE SCHOOLS				ALL RECREATION CENTRE SCHOOLS				COMMUNITY GROUPS	
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium - Evenings, Monday to Friday - Saturdays - Sundays and Holidays	\$ 25.00 \$ 109.00 \$ 146.00	\$ 62.00 \$ 135.00 \$ 171.00	\$ 25.00 \$ 109.00 \$ 146.00	\$ 62.00 \$ 135.00 \$ 171.00	\$ 25.00 \$ 109.00 \$ 146.00	\$ 62.00 \$ 135.00 \$ 171.00	\$ 70.00 \$ 109.00 \$ 146.00	\$ 63.00 \$ 135.00 \$ 171.00		
Single Gym - Evenings, Monday to Friday - Saturdays - Sundays and Holidays	\$ 20.00 \$ 109.00 \$ 146.00	\$ 45.00 \$ 118.00 \$ 155.00	\$ 16.00 \$ 20.00 \$ 20.00	\$ 45.00 \$ 9.00 \$ 9.00	\$ 16.00 \$ 20.00 \$ 20.00	\$ 45.00 No Caretaker - Lock Off Gym No Caretaker - Lock Off Gym	\$ 67.50 \$ 109.00 \$ 146.00	\$ 45.00 \$ 118.00 \$ 155.00		
Double Gym - Evenings, Monday to Friday - Saturdays - Sundays and Holidays	\$ 25.00 \$ 109.00 \$ 146.00	\$ 54.00 \$ 127.00 \$ 163.00	\$ 21.00 \$ 25.00 \$ 25.00	\$ 54.00 \$ 17.00 \$ 17.00	\$ 21.00 \$ 25.00 \$ 25.00	\$ 54.00 No Caretaker - Lock Off Gym No Caretaker - Lock Off Gym	\$ 67.50 \$ 109.00 \$ 146.00	\$ 54.00 \$ 127.00 \$ 163.00		

NOTE:

(1) Present Rate - Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976; Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime.

(2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest \$.

Caretaker's Rate 4 Hour Period - Monday to Friday \$ 36.00 (1/2 of total cost - caretaker on duty)

92-03-31

Appendix "D"

CHILD CARE COSTS BY SCHOOL LOCATION

# weeks in use by child care	SCHOOL	SQUARE FEET	4.85 PER SQ FT	FIXED (2) PER SQ FT	CRTKNG (2) PER SQ FT	TOTAL PER SQ FT	SUBTOTAL COST	ADMIN COSTS	TOTAL ANNUAL COST
52	HILL PARK	1,560	\$7,566	\$2.13	\$5.03	\$7.16	\$11,170	\$3,326	\$14,496
52	SCOTT PARK	2,441	\$11,839	\$2.13	\$2.61	\$4.74	\$11,570	\$5,205	\$16,775
52	SIR WINSTON CHURCHILL	2,400	\$11,640	\$2.13	\$1.85	\$3.98	\$9,552	\$5,117	\$14,669
40	SOUTHVIEW	899	\$4,360	\$2.13	\$5.81	\$7.94	\$7,138	\$1,917	\$9,055
40	CALEDON	5,015	\$24,323	\$2.13	\$3.02	\$5.15	\$25,827	\$10,693	\$36,521
40	DELTA	1,900	\$9,215	\$2.13	\$1.82	\$3.95	\$7,505	\$4,051	\$11,556
40	ALLENBY	2,148	\$10,418	\$1.79	\$0.97	\$2.76	\$5,928	\$4,580	\$10,509
52	LINCOLN ALEXANDER	2,517	\$12,207	\$1.79	\$4.36	\$6.15	\$15,480	\$5,367	\$20,846
52	WILFRID LAURIER	2,485	\$12,052	\$1.79	\$2.74	\$4.53	\$11,257	\$5,299	\$16,556
52	HELEN DETWILER	2,850	\$13,823	\$1.79	\$4.58	\$6.37	\$18,155	\$6,077	\$24,231
52	GORDON PRICE	2,517	\$12,207	\$1.79	\$4.36	\$6.15	\$15,480	\$5,367	\$20,846
		26,732	\$129,650.20		average	\$5.35	\$139,061	\$57,000	\$196,061

(1) Average Cost of \$4.85 (1991) per square foot presented to Child Care Committee - all costs divided by system sq feet.

(2) Fixed costs, plus caretaking costs based on school workload, staff used and their hourly rate.

92-03-31

Program Department and School Time Allocated to Child Care

<i>Role</i>	<i>Hours (Start Up)</i>	<i>Hours (Ongoing)</i>	<i># Involved</i>	<i>Rate Per Hour</i>	<i>Estimated Annual Cost</i>
Elem. Principal	1 hr. per week (1st month)	2 hrs./mo. for Advisory Committee (after school)	4		n.a.
Elem. Secretary	1 hr. per week (1st few weeks)	15 min./wk.	4	17.29	691.60*
Secondary Principal	1 hr. per week (1st month)	2 hrs./mo. for Advisory Committee (after school)	3		n.a.
Admin. Asst.	varies, but considerable time in an advisory capacity	3 hrs./wk. plus volunteer time	3	21.85	10,225.80
Secondary Secretary	1.5 hrs./mo. (advisory)	15 min./wk.	3	15.44	606.45**
Child Care Program Leader	major responsibility	35 hrs./wk.			39,879.00
Family Studies Co-ordinator	major role in the policy development stage	2.5 hrs./wk.	1	40.84	5,309.20
J.K./E.I. Consultant	2 hrs./mo. for C.C. Policy Development	2 hrs./mo.	1	21.91	210.91
Co-op Education Consultant		minimal (1-2 hr./yr.)	1		n.a.
Lunchroom Program Leader	2 hrs./mo. for C.C. Policy Development	minimal	1		n.a.
Primary/Junior Co-ordinator		Minimal (2 hrs /yr.)	1		n.a.
TOTAL					\$56,922.96

*10 month

**12 month

Revised July 8, 1991

- Ongoing costs are shown.
- Costs are shown for the Umbrella Centres only
- Salaries are costed at maximum '91 rates
- Based on September '91 (with 2 additional elementary centres opened)

Based on these **estimated figures**, the projected cost of school and program department services devoted to the Umbrella Child Care Programs in schools would be \$56,922.96 calculated for the 1991 year.

STATS CANADA
CONSUMER PRICE INDEX
1972 - 1990
ALL ITEMS - YEAR END FIGURE

<u>YEAR</u>	<u>INCREASE OVER PREVIOUS YEAR</u>	<u>FACTOR</u>
1972	4.70%	100.00
1973	7.80%	107.80
1974	10.80%	119.44
1975	10.80%	132.34
1976	7.50%	142.27
1977	8.00%	153.65
1978	9.00%	167.48
1979	9.10%	182.72
1980	10.20%	201.36
1981	12.40%	226.32
1982	10.90%	250.99
1983	5.70%	265.30
1984	4.40%	276.97
1985	3.90%	287.77
1986	4.20%	299.86
1987	4.40%	313.05
1988	4.00%	325.58
1989	3.00%	341.86
1990	4.80%	358.26
1991	5.60%	378.32

USE OF SCHOOL ACCOMMODATION BY THE COMMUNITY

It is the policy of the Board of Education for the City of Hamilton to make school buildings available to community organizations to the fullest extent possible within the established regulations made with due regard for the preservation of the educational programme of the school and the protection and maintenance of the property.

Various rental rates shall be charged to ensure adequate reimbursement of the cost of the use of the buildings.

Reference:

Recommended by - Property Committee

Adopted by the Board - July, 1972

That the Business Administrator be authorized to rent properties owned by the Hamilton Board of Education, that are not needed for the education of children, being guided in his decisions by the Goals and Objectives of this Board.

Reference:

Recommended by - Business Management Committee

Adopted by the Board - October, 1977

LFA (ALSO RUC)

BOARD OF EDUCATION EQUIPMENT BY COMMUNITY GROUPS AND RECREATION DEPARTMENT

That the following recommendations re the proposed use of Board of Education Equipment by Community Groups under the auspices of the Recreation Department be adopted on an experimental basis only:

- (a) permit the use of mats in Secondary Schools and in the Public Schools where requested by the Recreation Council
- (b) permit the use of box horse and pommel horse on application from the Recreation Department where there is a full-time qualified supervisor on staff
- (c) supply storage space for the Recreation Committee's equipment where possible
- (d) provide basketball and volleyball standards in the Public and Secondary Schools
- (e) the Recreation Committee to pay a portion of the cost of cleaning and replacing the Board of Education's mats.

Reference:

Recommended by - Property Committee

Adopted by the Board - March, 1967

CF-R (ALSO KG-R)

ADMINISTRATIVE REGULATIONS

USE OF SCHOOLS BY OUTSIDE ORGANIZATIONS

1. School gymnasia (play-assembly rooms, etc.) are available to community groups through the auspices of the local Recreation Council. The Council processes all applications from such groups and forwards these requests to the Business Administrator's office. Such activities conducted are:
Basketball, Volleyball, Badminton, Boy Scout Club, Guide and Brownie Programmes, Teen Dances, Square Dances, Community Council Meetings. The activities described above are conducted in gymnasia, play-assembly rooms and play rooms. The rental rate varies according to what night used and size of room.
2. The use of school auditoria by community groups for presentation of plays, recitals, etc., is permitted by direct application to the Business Administrator.
3. The use of school auditoria by strictly commercial groups are charged a higher rental rate. These groups are composed mostly of touring shows that retain all proceeds for their own use after expenses are paid.
4. Schools are rented to the Recreation Department and outside organizations after 6:00 p.m. on school days.
5. (a) School accommodations are rented on Sundays, mornings and afternoons, for religious services and certain school auditoria and gymnasia are also rented on Sundays from 1:00 p.m. to 11:00 p.m. (October 1st to April 30th).

5. (b) That it be the policy of the Board of Education for the City of Hamilton, that in addition to religious services, this Board permit the rental of Sir John A. Macdonald Auditorium, Westdale Auditorium and auditoria of schools with a recreation complex on Sundays between the hours of 1:00 p.m. and 11:00 p.m. from October 1st to April 30th.

6. Home and School Associations OR Parent School Associations

- (a) Associations have priority for regular meetings over other outside organizations provided that application is made before September 1st.
- (b) Each Association is permitted to use the school one afternoon and/or one evening per month at no charge.
- (c) If they wish to use a school two or more evenings in one month, there will be a charge for the second occasion.
- (d) In addition, each Association is allowed the use of the school for one fund raising activity, day or evening, per year, at no charge.
- * See revision * (e) If the Association requests the use of a school for the
Page 9. purpose of showing movies, there will be a charge.

7. Polling Booths

The Board will co-operate in providing the necessary accommodation for polling booths for Civic, Provincial and Federal Elections and arrangements must be made through the Business Administrator's office. There is no rental charge for Civic Elections, but a fee per polling booth, set by the Federal and Provincial Government is collected. School Principals are contacted re location of Polling Booths in their schools.

8. Churches

Public and Secondary Schools - auditoria, gymnasia, play assembly, play rooms and classrooms are rented to Churches on Sundays for Sunday School or Church services. The Churches concerned are billed monthly by the Accounting Department.

Applications from Church organizations must be signed by the Minister of the Church. Public Schools are rented to Churches on the understanding they are building new facilities or will be doing so within the next year.

9. Equipment

- (a) Arrangements must be made through the school office for the use of any school equipment, P. A. Systems and movie projectors (where available) except Sir John A. Macdonald Secondary School where arrangements must be made through the Business Administrator's office.
- (b) P. A. Systems and stage lighting may be operated only by Board personnel or students trained in their operation. A charge will be made by the school for this service except Sir John A. Macdonald Secondary School where the rental charge includes services of a stage technician.
- (c) Pianos - Anyone wishing to have a piano tuned or moved must do so at their own expense, but must use Board recommended tuner and mover. Piano must be returned to original location after rental.
- (d) Projectors requiring 35 mm film may not be used in any school.
- (e) School equipment may not be loaned or rented to outside organizations for use outside the school.

- 4 -

CF-R (ALSO KG-R)

(f) Gym Equipment - Only use of volleyball and badminton standards allowed. The use of the gym includes the washrooms, locker room, or rooms and shower facilities.

(g) Community groups under the auspices of the Recreation Department may use the following equipment:

- (i) Use of gym mats in Public and Secondary Schools where requested by the Recreation Department.
- (ii) Use of box horse and pommel horse on application from the Recreation Department where there is a full-time qualified supervisor on staff.
- (iii) Supply storage space for the Recreation Department's equipment where possible.
- (iv) Use of basketball and volleyball standards in the Public and Secondary Schools.
- (v) Recreation Department to pay a portion of the cost of cleaning and replacing the Board of Education's gym mats.

10. Stagehands and Electricians

Should stagehands and/or electricians be required, they must be hired through the Theatrical Stage Employees' Union.

11. Grounds

School grounds are available after school hours and on Saturdays, Sundays and school holidays and usually are assigned by the Recreation Department and that the use of such grounds be without cost where building facilities are not required. When storage and washroom facilities are required by the Recreation Department for their summer playground and play lot programme, there will be no charge subject to supervision and acceptance of restitution by the Recreation Department.

12. Notices

Outside organizations are not permitted to post notices or advertisements in schools or to distribute them to students except by permission of the Board through the Superintendent concerned.

13. Choice of Facility

The Business Administrator, in consultation with the Principal, shall determine the facility to be used. Only certain classrooms will be made available to outside organizations.

14. Gambling

Games of chance, lotteries, raffles or gambling are not permitted in school buildings.

15. Dances

Dances are not allowed in school buildings nor alcoholic beverages in buildings and grounds.

16. Kitchens

Kitchens are available for use by outside organizations. The rate charged is in conjunction with another facility.

17. Staff Rooms

Staff rooms may not be used by outside organizations except under special circumstances, approved by the Business Administrator.

18. Cafeterias

Cafeterias are available at a charge for use by outside organizations. If kitchen equipment is used, it must be under the supervision of our cafeteria operator. Where we have outside companies operating our cafeterias, they will be available to cater for the group at a charge set by the catering company.

19. Storage

No storage space is granted to outside organizations except with the permission of the Business Administrator and the principal of the school concerned.

20. Specific regulations in schools - reservations

The various schools shall have first claim to the use of their respective buildings at all times and any agreement made with an outside organization must be contingent on the needs of the programme of the various schools and such agreements may be terminated or altered at any time.

All use of schools by outside groups shall be automatically cancelled when schools are closed due to inclement weather, strikes, or any other causes beyond the control of the Board.

21. Charges

1. Payment must be made three days before the first occupancy of the school by certified cheque or money order only. Cheque or money order to be made payable to the Board of Education and submitted to the Business Administrator's office.
2. Use of the building must be confined to the hours specified by the applicants in this application. However, should the specified hours be exceeded or should the caretaking staff be required to do any extra cleaning, an additional cost for Secondary and Public Schools will be charged to the applicant.
3. In default of payment as specified above, the accommodation will not be available.

22. Fire Prevention

1. There must be NO SMOKING in any part of the school building,
as such is contrary to City By-laws and also the Insurance

- 7 -

CF-R (ALSO KG-R)

Schedule of the Board of Education.

2. Before each performance, it will be the responsibility of the production manager and the school foreman to raise and lower the asbestos curtain. When the stage is not in use, the asbestos curtain must be in a lowered position.
3. Permission must be obtained from the Board of Education and a permit must be obtained from the Hamilton Hydro Inspection Department for any changes or electrical alterations. The cost and responsibility is to be borne by the organization renting the premises.
4. All scenery, special effects, props, etc., must be approved by the Hamilton Fire Prevention Bureau at least 24 hours prior to the presentation or dress rehearsal.
5. Hall and doorways must remain clear of obstructions. Decorations limited to flame proof materials and must never be attached to electric lights or outlets, and in every respect conform to Fire Safety practices as recommended by the City Fire Department. All decorations to be installed in such a manner that no damage or permanent markings occur in areas where decorations are attached.
6. The seating capacity of the auditorium must not be exceeded.
7. In compliance with Hamilton Fire Prevention Bureau regulations, immediately on sounding of the fire alarm, the house lights will be turned on, the asbestos curtain lowered and the audience requested to leave by the nearest exit. Only when the fire is brought under control or it is determined that it is a false alarm, will the audience be allowed to re-enter the auditorium.

- 8 -

CF-R (ALSO KG-R)

23. Caretaker

The caretaker (or his substitute) of the building must be on duty during the hours of possession by the organization using the building.

24. Failure to comply with the rules and regulations of the contract will result in immediate cancellation of the contract by the Board of Education.

25. Applicant states that the group renting the facilities will take the best care of the building and equipment; that they will conduct themselves with becoming deportment; that full restitution will be made to the Board of Education for any damage done and that they will conform to the rules and regulations governing the use of the building as stated in contract.

26. Applicant will not infringe upon the rights of the owners of copyrighted productions and that should they, knowingly, violate this agreement, they will indemnify the Board of Education for the City of Hamilton against any loss, costs or expense arising from such violation.

27. It is the duty of the party leasing an auditorium or any other school facility, to ascertain if the entertainment for which the auditorium or other facility is rented, is subject to any tax. If tax is applicable, the lessee must make arrangements for collection of same.

28. Holiday Periods and Statutory Holidays

Schools will be available to community organizations during holiday periods when such activity does not interfere with maintenance or conflict with school functions, or during the summer vacation with

Appendix "G"

holiday schedules. The Business Administrator shall determine which schools are available and the hours of usage.

Secondary school gymnasias are not rented when examinations are being conducted.

Reference:

Recommended by - Property Committee

Adopted by the Board - April, July, 1972

That the Board dispense with any charges to the Home and School Association for the use of our schools to show movies on Saturdays and Professional Development days, on a trial basis for a period of one year and that at the end of this time, the costs for the year be reviewed by the officials.

Reference:

Recommended by - Property Committee

Adopted by the Board - March, 1974

That the policy of the Board with respect to Home and School Associations using our accommodation be amended to include parent school associations, where no Home and School Association exists.

Reference:

Recommended by - Property Committee

Adopted by the Board - March, 1975

CFB (ALSO KGA)

USE OF SCHOOL FACILITIES BY OUTSIDE ORGANIZATIONS
DURING SCHOOL HOURS

Whereas there appears to be an ever increasing view among school boards, school officials and many citizens that school facilities should be made available to organizations promoting community activities other than those falling within the orbit of strictly school activities.

And Whereas the Board desires to establish a policy with respect to the uses and availability of its facilities for the aforesaid purposes, taking into account that at all times the school programmes must be paramount and protected and take precedence over any use of its facilities by other organizations.

1. The Board therefore resolves that applications for the use of school facilities by outside organizations should be controlled and processed by the Business Administrator of the Board who shall employ the following guidelines in approving or refusing any such applications.

- (a) Maximum community use of the Board's facilities should be encouraged.
- (b) Such use must not in any manner interfere with the regular educational programmes operated by the Board or conducted by the Principals or staff of any school.
- (c) Such use shall be controlled to minimize conflicts and confusion in the use by outside organizations.
- (d) Applications should be accepted only from non-profit organizations.

(i) having municipal, provincial or federal endorsement:

- 2 -

LFD (ALSO KGA)

- (ii) operating a programme beneficial to the community;
- (iii) whose educational programme operates during school hours and does not involve persons of school age;
- (iv) whose programme is not parallel or similar to any programme being offered by the Board;
- (v) whose programme or activity is not potentially injurious to the general health and welfare of the student body.

2. The Business Administrator in processing any application shall:

- (a) Take such steps and require such security as he deems necessary and advisable to protect the property of the Board from loss or damage and to prevent injury to persons.
- (b) Establish the fee to be paid by an Organization for the use of any facility and to collect and account for all such fees.
- (c) Establish and enforce regulations relating to the use of the various facilities of the Board.

Reference:

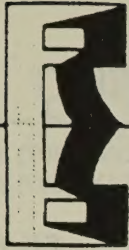
Recommended by - Education Management Committee

Adopted by the Board - December, 1972

COST PER SQUARE FOOT BASED ON 1991 BUDGET ESTIMATES	TOTAL ELEMENTARY & T.R.	ALL ONE MAN SCHOOLS	ALL TWO MAN SCHOOLS
ENERGY:			
HYDRO	1,026,500	689,133	337,367
FUEL OIL	9,400	6,311	3,089
NATURAL GAS	1,101,072	739,196	361,876
SUBTOTAL ENERGY	2,136,972	1,434,640	702,332
OTHER:			
WATER AND SEWAGE	258,000	171,864	84,136
LANDSCAPING/GROUNDS	150,000	100,701	49,299
GARBAGE COLLECTION	185,850	124,769	61,081
CLEANING SERVICES	0	0	0
PEST CONTROL	6,500	4,364	2,136
SNOW REMOVAL	47,000	31,553	15,447
CARETAKING SUPPLIES	372,847	250,174	122,673
WINDOW CLEANING	11,150	7,485	3,665
SURVEILLANCE-TEL LINES	8,750	5,874	2,876
REPAIRS - FURN & EQUIP	4,000	2,685	1,315
TEMP ASSISTANCE-INV	17,482	11,736	5,746
SUBTOTAL OTHER	1,059,379	711,206	348,173
REPAIRS BLOSS/GROUNDS:	2,268,586	1,522,998	745,588
SALARIES AND BENEFITS:			
SUPERV/TECH/SPECIALIZED	8,592,865		
TEMP ASSISTANCE	14,300		
EMPL BENEFITS (13.59%)	1,169,714		
	9,776,879		
TOTAL	15,241,816	3,668,845	1,736,092
0 % OVERHEAD (ADMIN, INSURANCE, ETC)	0	0	0
GRAND TOTAL	15,241,816	3,668,845	1,736,092
TOTAL SQUARE FEET	3,048,201	2,046,387	1,001,816
COST PER SQ FOOT (INCL SALARIES)	\$5.000		
COST PER SQ FOOT (NOT INCL SALARIES)		\$1.793	\$1.793

<u>COST PER SQUARE FOOT BASED ON 1991 BUDGET ESTIMATES</u>	<u>TOTAL SECONDARY & VOCATIONAL</u>	<u>TOTAL SECONDARY & VOCATIONAL</u>
ENERGY:		
HYDRO	1,410,950	1,410,950
FUEL OIL	1,550	1,550
NATURAL GAS	787,712	787,712
SUBTOTAL ENERGY	2,200,212	2,200,212
OTHER:		
WATER AND SEWAGE	128,900	128,900
LANDSCAPING/GROUNDS	60,000	60,000
GARBAGE COLLECTION	145,550	145,550
CLEANING SERVICES	146,140	146,140
PEST CONTROL	3,000	3,000
SNOW REMOVAL	26,400	26,400
CARPENTRY SUPPLIES	313,019	313,019
WINDOW CLEANING	5,300	5,300
SURVEILLANCE-TEL LINES	2,448	2,448
REPAIRS - FURN & EQUIP	5,000	5,000
TEMP ASSISTANCE - INV	8,161	8,161
SUBTOTAL OTHER	844,618	844,618
REPAIRS BLDGS/GROUNDS:	2,125,831	2,125,831
SALARIES AND BENEFITS:		
SUPERV/TECH/SPECIALIZED	5,007,611	
TEMP ASSISTANCE	14,300	
EMPL BENEFITS (11.53%)	582,473	
SUBTOTAL SALARIES & BENEFITS	5,704,391	
TOTAL	10,375,052	5,170,661
0 % OVERHEAD (ADMIN, INSURANCE, ETC)	0	0
GRAND TOTAL	10,375,052	5,170,661
TOTAL SQUARE FEET	2,431,647	2,431,647
COST PER SQ FOOT (INCL SALARIES)	\$4.472	
COST PER SQ FOOT (NOT INCL SALARIES)		\$2.126

1992 03 09



Fort Frances-Rainy River Board of Education

522 SECOND ST. E., FORT FRANCES, ONTARIO P9A 1N4

TELEPHONE (807) 274-9855
FAX: (807) 274-5078

F.K. PORTER
DIRECTOR OF EDUCATION, SECRETARY

E.W. EVANS
SUPERINTENDENT OF BUSINESS, TREASURER

Memorandum

TO: CHAIRPERSONS, Ontario School Boards
FROM: Gordon McBride, Chairman
DATE: February 19, 1992
SUBJECT: Funding of Public Education in Ontario

Enclosed please find a copy of a report entitled Funding of Public Education in Ontario presented to the Fort Frances-Rainy River Board of Education at their regular meeting of February 18, 1992. The following motion was passed:

"That the Fort Frances-Rainy River Board of Education endorse Executive Committees' Report and recommendation contained therein. Further, the Fort Frances-Rainy River Board request Boards in Ontario to endorse the recommendations contained in the Report and forward their endorsement to the Minister of Education."

On behalf of the Fort Frances-Rainy River Board of Education, I ask that your Board support this motion and forward a letter of indicating your support to the Minister of Education.

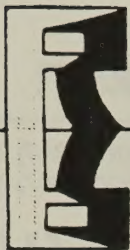
Yours truly,

G. McBride
Chairman
Fort Frances-Rainy River
Board of Education

GM/cw
Encl.



Partners *Learning* for Life



Fort Frances-Rainy River Board of Education

522 SECOND ST. E., FORT FRANCES, ONTARIO P9A 1N4

TELEPHONE (807) 274-98

FAX: (807) 274-5

F.K. PORTER

DIRECTOR OF EDUCATION, SECRETARY

E.W. EVANS

SUPERINTENDENT OF BUSINESS, TREASURER

February 19, 1992

The Honourable T. Silipo
Minister of Education
Ministry of Education
22nd Floor, Mowat Block
Queen's Park
Toronto, Ontario M7A 1L2

Dear Mr. Silipo:

Enclosed please find a copy of a report entitled Funding of Public Education in Ontario presented to the Fort Frances-Rainy River Board of Education at their regular meeting of February 18, 1992. The following motion was passed:

"That the Fort Frances-Rainy River Board of Education endorse Executive Committees' Report and recommendation contained therein. Further, the Fort Frances-Rainy River Board request Boards in Ontario to endorse the recommendations contained in the Report and forward their endorsement to the Minister of Education."

On behalf of the Fort Frances-Rainy River Board of Education, I ask that you and your Ministry provide this report with the serious consideration and favourable support that it deserves.

Yours truly,

G. McBride
Chairman
Fort Frances-Rainy River
Board of Education

GM/cw
Encl.

cc. All School Boards
in Ontario



Partners *Learning* for Life

FUNDING OF PUBLIC EDUCATION IN ONTARIO

February 1992

Issue: An education system at risk

Background:

- during the past ten years, the province of Ontario has directed/encouraged/legislated boards to undertake certain initiatives;
- Those initiatives include but are not limited to the following:
 - Special Education to Exceptional Pupils (we spend approximately \$2,000,000 annually on this program);
 - Partners in Action (we spend approximately \$250,000 annually on this program);
 - Pay Equity (we spend approximately \$150,000 annually on this program);
 - Grant Eligible Microcomputer Program (we spend approximately \$100,000 to \$200,000 annually on this program);
 - Native as A Second Language (we spend approximately \$200,000 annually on this program);
 - Class Size Reduction in Primary Grades (we spend approximately \$200,000 annually on this program)
 - WHMIS/FOI/Fuel Tank Management/Family Violence/Drug Education (we spent approximately \$55,000 last year on these programs);
- the above programs alone represent approximately 13% of the annual budget;
- During the past ten years, the level of provincial funding support has declined by 15% thus passing the financial burden of provincial initiatives to the local ratepayer;
- During the same ten years, the province also undertook the extension of funding to RCSS School Boards and established French Language Governance Structures;
- These programs are all worthwhile but it is difficult for assessment poor boards to sustain them utilizing the current funding model;
- Boards are still expected to continue many of these programs and move forward with the implementation of others;

- In the interim, the transfer payments are further reduced, costs continue to escalate and the ability of the local ratepayer to accept new burdens is limited;
- While the province is currently studying the current education funding model with a view towards reform as well as the current taxation model in Ontario, solutions are sometime away;
- Perhaps interim measures are required.

Recommendation:

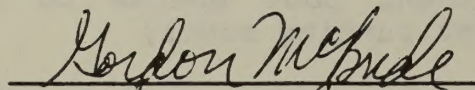
- The Board request other Ontario School Boards to join with them in requesting the Province to take immediate interim action.

Actions to Be Considered

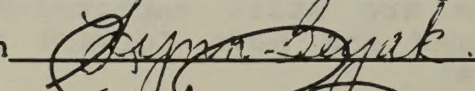
- a) A moratorium on all new provincial initiatives until funding issues for school boards are resolved.
- b) A legislated provincial initiative on all compensation packages in the School Board sector thus allowing boards to protect existing programs for their children.
- c) That School Boards be required to find methods of co-operating in order to reduce costs to the province and the local ratepayers.

Executive Committee
Fort Frances-Rainy River Board of Education

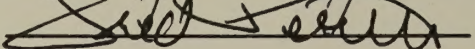
G. McBride, Chairperson



L. Beyak, Vice-Chairperson



F. Porter, Director



Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1992 04 07

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That the following trip requests be approved:
 - (i) Burkholder, Grades 6-7, Outdoor Education, Camp Arowhon (Algonquin Park), 1992 06 09-12 (Tuesday to Friday)
 - (ii) C. B. Stirling, Grade 8, Ottawa, 1992 06 10-12 (Wednesday to Friday)
 - (iii) Elizabeth Bagshaw (Grades 6-8), Outdoor Education, Laurentian Lodge, 1992 05 27-30 (Wednesday to Saturday)
 - (iv) Queen Mary, Grades 6-8, Outdoor Education, Camp Wanakita, 1992 06 10-13 (Wednesday to Saturday)
 - (v) W. H. Ballard, Grades 4-5 Gifted, Midland, 1992 06 15-16 (Monday to Tuesday)
 - (vi) Sherwood, Grades 10-11, Washington, D.C., 1992 04 29-05 03 (Wednesday to Sunday)
 - (vii) Sir Winston Churchill, Grade 12, Niagara Falls, Canada and U.S.A., 1992 04 29 (Wednesday)
 - (viii) Westdale, Grades 10 - OAC, Jazz Choir and Band, Halifax, N.S., 1992 05 14-18 (Thursday to Monday)
 - (ix) Westdale, Grade 11, Niagara Falls, Ontario and New York, 1992 05 21 (Thursday)
 - (x) Woodview, Grades 9-10/Special Education, Dearborn, Michigan, 1992 06 03-05 (Wednesday to Friday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

Department of Education
Washington, D.C. 20540
Office of the Secretary
Room 3030
Washington, D.C. 20540

To the Honorable Members of the
Committee on Education and the
Labor Force

Dear Members of the Committee:

I am pleased to have the opportunity to discuss with you the progress of the Department's efforts to improve the quality of education for all children.

The Department has made significant progress in the past year, particularly in the areas of curriculum development, teacher training, and assessment.

One of our top priorities is to ensure that all children have access to a high-quality education. To this end, we have initiated a number of programs to improve the quality of teaching and learning.

We have also made significant progress in the area of teacher training. We have developed a number of new programs to help teachers improve their skills and knowledge.

In addition, we have made significant progress in the area of assessment. We have developed a number of new tests to help us better understand the needs of our students.

We are committed to continuing our efforts to improve the quality of education for all children. We will continue to work closely with you and the public to ensure that we are meeting the needs of all children.

I am confident that we will continue to make significant progress in the years ahead. Thank you for your support and leadership.

Sincerely,
Secretary of Education

Enclosure

Very truly yours,
A. A. Kelly
Secretary of Education
and Secretary

Education Centre
100 Main Street West
Hamilton, Ontario

April 7, 1992

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: School Year Calendar and School Holidays

In accordance with Regulation 822:82 (under the Education Act), Boards of Education are required to prepare, adopt and submit to the Regional Directors of Education, Ministry of Education, a yearly school calendar.

Please note the following regarding the 1992-93 calendars:

1. The school year is required to consist of 194 days. This year there are only 193 possible school days between Labour Day and June 30, 1993; therefore, the calendar proposes that the school year begin prior to Labour Day, with a P.A. Day on Thursday, September 3, 1992 and a Board designated holiday to follow on Friday, September 4, 1992.
2. The calendar includes nine professional activity days; Regulation 822:82 requires: "...school year shall include a minimum of 194 school days of which up to 9 days may be designated by the Board as professional activity days...".
3. In concert with Regulation 822:82, all secondary schools are within the 15-day maximum allowed for examination purposes.
4. The Ministry requires a minimum of 185 instructional days which is the number contained in this calendar.
5. In secondary school, the second semester will begin on Friday, January 29, 1993.
6. The calendar was developed in consultation with the Wentworth County Board, the Hamilton-Wentworth Roman Catholic Separate School Board and the Halton Board, all of whom plan to begin school on September 3, 1992 with a Board designated holiday on September 4, 1992.
7. The Home and School Association would prefer school to begin on September 1, 1992 with four days of instruction in the first week with school concluding three days earlier on June 25, 1993. A copy of the Home and School letter is attached.
8. The recommendations in this calendar were developed by a committee consisting of the Associate Director (Chair), Area Supervisor, Staff Development Program Leader, Program Co-ordinator, representatives from A.E.F.O., O.S.S.T.F., H.T.F., the Principals' Associations and the Home and School Association.

It is recommended that:

**THE ATTACHED CALENDARS FOR THE HAMILTON BOARD OF
EDUCATION FOR THE 1992-93 SCHOOL YEAR BE APPROVED.**

Prepared by: The Calendar Committee

Submitted by: A. L. Stockwell
Associate Director of Education

Approved by: K. A. Rielly
Director of Education and
Secretary of the Board

/ls

Page 1 of 1

In the County of [illegible]
I, the undersigned, a Notary Public,
do hereby certify that the within and foregoing

is a true and correct copy of the original

as the same appears from the records of the County of [illegible]

in the County of [illegible] and the same is a true and correct copy of the original as the same appears from the records of the County of [illegible]

Witness my hand and the seal of the County of [illegible] at the City of [illegible] this [illegible] day of [illegible] 19[illegible]

1. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

2. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

3. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

4. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

5. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

6. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

7. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

8. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

9. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

THE STATE OF CALIFORNIA
COUNTY OF [illegible]
I, the undersigned, a Notary Public,
do hereby certify that the within and foregoing

is a true and correct copy of the original

as the same appears from the records of the County of [illegible]

Witness my hand and the seal of the County of [illegible] at the City of [illegible] this [illegible] day of [illegible] 19[illegible]

1. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

2. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

3. The within and foregoing is a true and correct copy of the original as the same appears from the records of the County of [illegible]

1992 - 1993 Professional Activity Days

	Elementary	Vocational	Composite	G.P. Vanier
Sept. 3	① - in-school	① - in-school	① - in-school	① - in-school
Sept. 25	① - in-school			
Oct. 23				③ - program
Dec. 2	② - interviews JK-8			
Jan 26		④ - turn-around		
Jan. 27, 28		④ - turn-around	④ - turn-around	④ - turn-around
Feb. 1	① - in-school			
Feb. 12	③ - program	③ - program	③ - program	
March 24	② - interviews JK-8			
April 30		⑥ - OSSTF	⑥ - OSSTF	
May 7				⑥ - AEFO
May 14	⑥ - HTF			
June 3	② - interviews JK-8			
June 25			⑤ - year-end	⑤ - year-end
June 28, 29, 30		⑤ - year-end	⑤ - year-end	⑤ - year-end
June 30	⑤ - year-end			

Professional Activity Days

- ① School-oriented in-service; program planning, implementation and evaluation.
- ② Parent/teacher interviews to promote a better understanding and communication between the schools and the community they serve.
- ③ Program Department Implementation Day
- ④ Turn-Around (secondary) - evaluation of the semester just ended and organization for the ensuing semester.
- ⑤ Year-End - day used for evaluation, orientation and school closing.
- ⑥ Hamilton Teachers' Federation, Ontario Secondary School Teachers' Federation, A.E.F.O. - a professional activity day.

1992 - 1993 Holiday Schedule **Secondary School Offices and Education Centre**

That the following Holiday Schedule for the Secondary School offices and the Education Centre office be incorporated into the 1992 - 1993 School Year Calendar.

Monday, September 7, 1992 - Labour Day
 Monday, October 12, 1992 - Thanksgiving Day
 Thursday, December 24, 1992 - 12:00 Noon Closing
 Friday, December 25, 1992 - Christmas Day
 Monday, December 28, 1992 - in lieu of Boxing Day
 Thursday, December 31, 1992 - 12:00 Noon Closing
 Friday, January 1, 1993 - New Year's Day
 Friday, April 9, 1993 - Good Friday
 Monday, April 12, 1993 - Easter Monday
 Monday, May 24, 1993 - Victoria Day
 Thursday, July 1, 1993 - Canada Day
 Monday, August 2, 1993 - Civic Day

/ls

School Year Calendar 1992 - 93

☒ Elementary ☐ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board: The Board of Education for the City of Hamilton
School: Elementary Schools
Approved by (signature of Board Officer):
A. L. Stockwell, Associate Director of Education

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week									
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
September	2	16			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
								P	H																																
October	1	21																																							
November		21		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									
December	1	13																																							
January		20																																							
February	2	18		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
March	1	17																																							
April		20																																							
May	1	19		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30										
June	2	20																																							

Note: The Regular School Year Calendar 1992-93 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.



Ministry
of
Education
Ontario

School Year Calendar 1992 - 93

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board
The Board of Education for the City of Hamilton
School
Ainslie Wood, Caledon, Crestwood Vocational Secondary Schools
Approved by (signature of Board Officer)
A. L. Stockwell, Associate Director of Education

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F

Note: This Regular School Year Calendar 1992-93 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Calendrier scolaire 1992 - 93

☐ élémentaire ☒ secondaire

Sigles : C - congés scolaires E - jour d'examen déterminé P - journée pédagogique ☒ demi-journée



conseillère
Dorinda
The Board of Education for the City of Hamilton

école

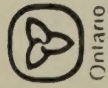
Secondaire Georges-P.-Vanier

approuvé par (signature du responsable du conseil)

A. L. Stockwell, Associate Director of Education

Mois	journées pédagogiques	jours de cours	jours d'examen déterminés	1er semaine							2e semaine							3e semaine							4e semaine							5e semaine																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
				L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
septembre	1	17			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				

Remarque : Normalement, le calendrier scolaire 1992-93 comporte au total 197 jours d'école dont 185 au moins seront des journées d'enseignement et pas plus de 9 des journées pédagogiques. Il reste ainsi 3 autres jours qui, en règle générale, doivent être pris soit au début, ou soit à la fin de l'année scolaire.



School Year Calendar
1992 - 93

School Board
The Board of Education for the City of Hamilton

School
Barton Secondary School

Approved by (signature of Board Officer)
A. L. Stockwell, Associate Director of Education

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
September	1	17		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
October		21																																				
November		19	2																																			
December		14																																				
January	2	14	4																																			
February	1	19																																				
March		18																																				
April	1	17	2																																			
May		20																																				
June	4	11	7																																			

Note: The Regular School Year Calendar 1992-93 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1992 - 93

☐ Elementary ☒ Secondary

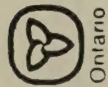
Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day

☒ Half Day

School Board
The Board of Education for the City of Hamilton
School
Delta Secondary School
Approved by (signature of Board Officer)
A. L. Stockwell, Associate Director of Education

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	17			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
October		21																																				
November		20	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
December		14																																				
January	2	13	5																																			
February	1	19																																				
March		18																																				
April	1	18	1																																			
May		20																																				
June	4	10	8																																			
Total	9	170	15																																			

Note: The Regular School Year Calendar 1992-93 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.



School Year Calendar
1992 - 93

☐ Elementary ☒ Secondary

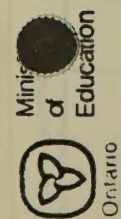
Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board
The Board of Education for the City of Hamilton
School
Glendale Secondary School
Approved by (signature of Board Officer)
A. L. Stockwell, Associate Director of Education

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M

Note: The Regular School Year Calendar 1992-93 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1992 - 93


☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday
 E - Scheduled Examination Day
 P - Professional Activity Day
☒ Half Day

School Board: The Board of Education for the City of Hamilton

School: Hill Park, Sir Winston Churchill Secondary Schools

Approved by (signature of Board Officer): A. L. Stockwell, Associate Director of Education

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week				2nd Week				3rd Week				4th Week				5th Week							
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T
September	1	17		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
							P	H																			
October	1	21		1	2	3	4	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
November	1	18	3	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27				
December	1	14		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
January	2	15	3	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	23	24	25	26	27	28	29	
February	1	19		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26				
March	1	18		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	28	30	31	
April	1	16	3	1	2	3	4	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	
May	1	20		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31			
June	4	12	6	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		

Note: The Regular School Year Calendar 1992-93 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.



School Year Calendar 1992 - 93

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board	The Board of Education for the City of Hamilton
School	
	Sherwood Secondary School
Approved by (signature of Board Officer)	
	A. L. Stockwell, Associate Director of Education

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
September	1	17		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30													
October	1	21		1	2	3	4	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30											
November	1	19	2	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
December	1	14		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31												
January	2	14	5	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	20	21	22	25	26	27	28	29												
February	1	19		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	27	28	29												
March		18		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31												
April	1	17-1/2	1-1/2	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	20	21	22	23	26	27	28	29	30											
May		20		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	22	23	24	25	28	31														
June	4	11-1/2	6-1/2	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30													

Note: The Regular School Year Calendar 1992-93 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1992 - 93

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

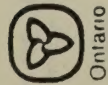
School Board: The Board of Education for the City of Hamilton

School: Sir Allan MacNab, Sir John A. Macdonald, Scott Park Secondary Schools
Parkview Vocational Secondary School

Approved by (signature of Board Officer):
A. L. Stockwell, Associate Director of Education

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
September	1	17																																				
October	1	21																																				
November		19	2																																			
December		14																																				
January	2	14	4																																			
February	1	19																																				
March		18																																				
April	1	16	3																																			
May		20																																				
June	4	12	6																																			

Note: The Regular School Year Calendar 1992-93 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.



Ministry
of
Education
Ontario

School Year Calendar 1992 - 93

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board	The Board of Education for the City of Hamilton
School	Westdale Secondary School
Approved by (signature of Board Officer)	A. L. Stockwell, Associate Director of Education

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
September	1	17		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																

Note: The Regular School Year Calendar 1992-93 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1992 - 93

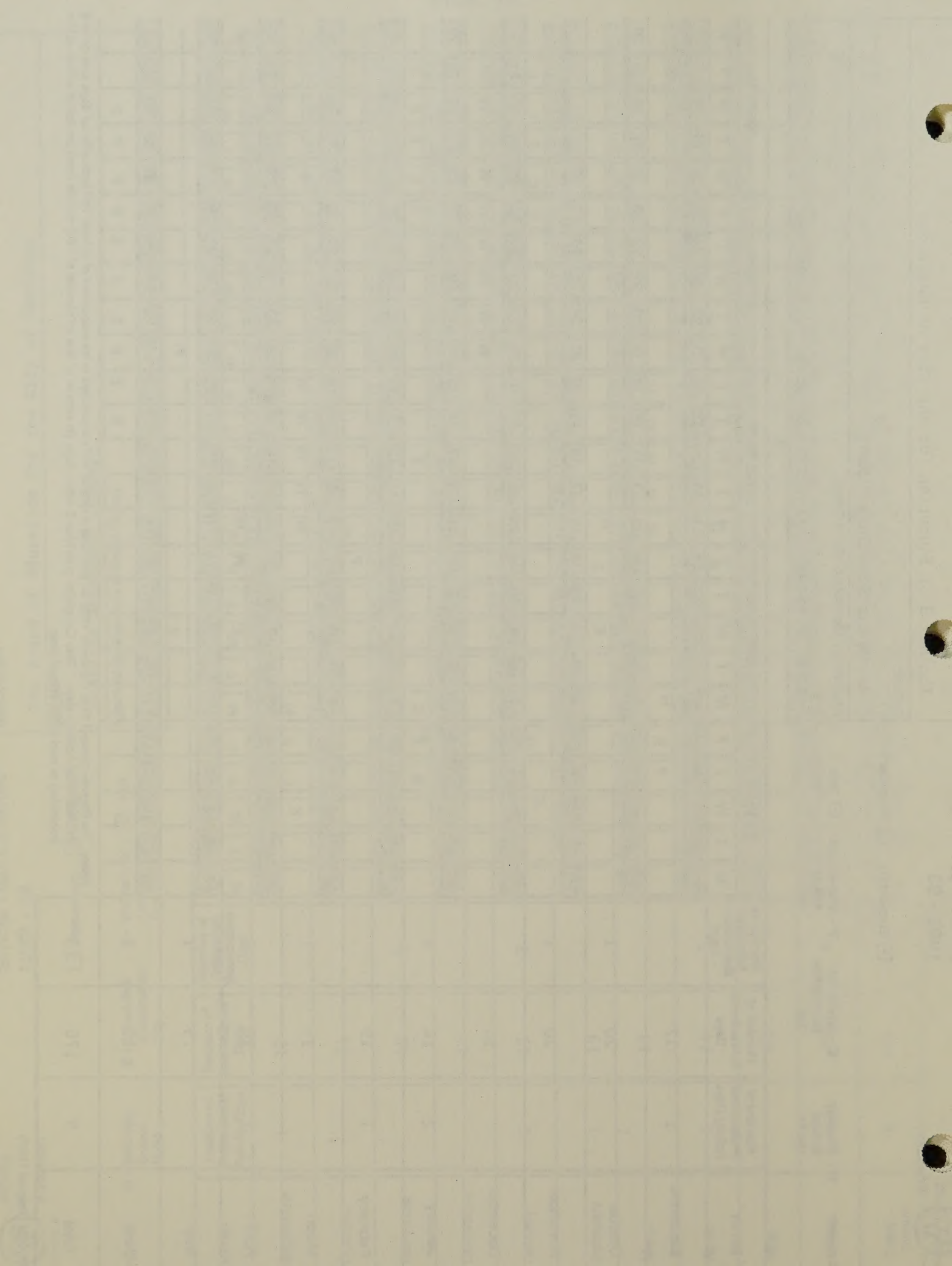
☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board: The Board of Education for the City of Hamilton
 School: Westmount Secondary School
 Approved by (signature of Board Officer):
 A. L. Stockwell, Associate Director of Education

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week							
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
September	1	17		1	2	3	4				7	8	9	10	11	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
								P	H																														
October	1	20	1	1	2	3	4				5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	24	25	26	27	28	29	30							
November	1	20	1	1	2	3	4				5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	24	25	26	27	28	29	30							
December	14			1	2	3	4				5	6	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	26	27	28	29	30	31						
January	2	14	4	1	2	3	4				5	6	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	26	27	28	29	30	31						
February	1	19		1	2	3	4	5			6	7	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	27	28	29	30								
March		17	1	1	2	3	4	5			6	7	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	27	28	29	30	31							
April	1	18	1	1	2	3	4	5			6	7	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	27	28	29	30								
May		19	1	1	2	3	4	5			6	7	8	9	10	11	12	13	14	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
June	4	12	6	1	2	3	4	5			6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
Total	9	170	15	Note: The Regular School Year Calendar 1992-93 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.																																			

Note: The Regular School Year Calendar 1992-93 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.



PROFESSIONAL ACTIVITY DAYS - 1992 - 1993

RATIONALE

1. IN-SCHOOL P.A. DAYS

September 3, 1992 - Elementary, Vocational Secondary, Composite Secondary, G. P. Vanier
September 25, 1992: February 1, 1993 - Elementary

In-School P.A. Days are vital to decentralized school-based planning at all levels in the Hamilton Elementary System. These days are used in a variety of ways based on each school's long-range plans. Among the areas addressed are in-service requirements of staff to implement the school plan, in-service of staff to implement system thrusts (e.g. activity-based learning), program and team planning, staff conferences regarding individual pupils and conference attendance.

2. PARENT-TEACHER INTERVIEWS

December 2, 1992: March 24, June 3, 1993 - Elementary

Communication between the home and school is one of the most important aspects in the success of the child at school. Working together as a team, the teacher and parent/guardian are able to share in the ongoing development of the individual. The parent/teacher conference is one of the most effective methods of providing the parents with a clearer understanding of their child's progress.

Academic progress, social skill development, program identification as well as other specific and general concerns are among areas discussed. Discussion regarding future placements and special needs, to name but two, are also topics that may be raised.

Although opportunities for interviews are available at any time during the school year on a parent or teacher initiated basis, the three scheduled dates ensure a system-directed focus to all parents. As well as interviews on these specific days, some time may be devoted to staff development.

3. PROGRAM DEPARTMENT IMPLEMENTATION DAY

October 23, 1992 - G. P. Vanier

February 12, 1993 - Elementary, Vocational Secondary, Composite Secondary

This day will be planned by Superintendents of Schools, Area Supervisors, Principals and Co-ordinators around the theme of program implementation.

4. TURN-AROUND DAYS

January 26, 1993 - Vocational Secondary

January 27-28, 1993 - Vocational Secondary, Composite Secondary, G. P. Vanier

Each Principal is responsible for organizing the program for the turn-around days at the end of the semester. Teachers in each subject department will review student results, course materials, course aims and objectives and make any necessary revisions. Course outlines and evaluation policies will be prepared for distribution to Semester 2 students.

Administration and guidance personnel will: review student results; counsel Semester 1 students, both leaving school and those requiring program changes for second semester; process Semester 2 intake of students.

Librarian will process outstanding book accounts from Semester 1 and reorganize library materials and programs in preparation for Semester 2.

5. YEAR-END DAYS

June 25, 1993 - Composite Secondary, G. P. Vanier

June 28-30, 1993 - Vocational Secondary, Composite Secondary, G.P. Vanier

These days are used to finalize marks, prepare for graduation, complete staffing requirements for the coming year, review program and complete other year-end activities.

Classroom teachers compile final marks, assist in promotion meetings, counsel students on a subject basis. They also participate in graduation ceremonies, in-service sessions and preparation for the coming year.

Heads of Departments review final marks, assist in promotion meetings and graduation. They modify courses, check equipment and supplies and in-service new staff.

Guidance counsellors participate in promotion meetings and graduation. They counsel students regarding summer school and course changes.

Librarians collect outstanding resources, complete purchases, conduct inventories, participate in year-end reviews and prepare for the coming year.

Administration review final results, organize student records and manage graduations. They complete staffing requirements, organize in-service sessions and prepare the school organization for the new school year.

June 30, 1993 - Elementary

The past year will be reviewed and planning for the next year will take place to provide continuity to the school program. An orientation program will be provided for teachers who will be new to the school in the following September.

6. FEDERATION DAYS

April 30, 1993 - O.S.S.T.F.

To be determined upon election of the 1993 P.D. Day Committee.

May 7, 1993 - A.E.F.O.

To be determined.

May 14, 1993 - H.T.F.

The theme of this year's H.T.F. Professional Activity Day is "Adventures". The guest speaker for the day will be Laurie Skreslet, the first Canadian to reach the summit of Mount Everest. H.T.F. members have had the opportunity to choose afternoon workshop sessions from over forty presentations which will allow staff the opportunity to explore new ideas and methods.



**THE HAMILTON COUNCIL OF
HOME AND SCHOOL ASSOCIATIONS**

AFFILIATED WITH
ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

HAMILTON, ONTARIO

FOUNDED IN 1933

Feb 27 1992

58 Purvis Drive
Hamilton, Ontario
L8S 2S4
February 24, 1992

Mr. A. Stockwell
Associate Director
The Board of Education
for the City of Hamilton
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Stockwell,

On Monday, February 17, 1992 The Hamilton Council of Home and School Associations approved a motion regarding the School Calendar for 1992 - 1993.

Hamilton Council strongly supports the return of students to the classroom during the week of September 1, 1992. Parents on Council believe there are more advantages to restarting classes earlier in the school year rather than extending the year to the end of June.

We trust that this letter will be included with the School Calendar Committee Report which is to be presented to the trustees at the March Meeting of the Operations Management Committee.

Respectfully submitted by The Hamilton Council of Home and School Associations,

Marg. Campbell

President



THE BOARD OF EDUCATION OF THE CITY OF BOSTON

REPORT ON THE PROGRESS OF THE SCHOOLS DURING THE YEAR 1901

The Board of Education has the honor to acknowledge the receipt of the report of the Superintendent of Schools, Mr. J. W. Loring, dated January 1, 1902, and to express its appreciation of the thoroughness and accuracy of the same.

The report shows that the schools have been conducted in accordance with the plan adopted at the annual meeting of the Board, and that the progress has been satisfactory.

The Board is pleased to note the improvement in the quality of the instruction, and the increase in the number of pupils who have completed the course of study.

The Board also notes the improvement in the physical condition of the schools, and the increase in the number of pupils who have been promoted to the next grade.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

The Board is confident that the progress made during the year 1901 will be maintained during the year 1902.

A G E N D A
OPERATIONS MANAGEMENT COMMITTEE
1992 05 12

Confirmation of the minutes of 1992 04 07 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Reports from Officials re:
 - a) Safety in Schools - Page 1
 - b) Training of staff with regard to equipment and on-site management - Page 2

NEW BUSINESS:

1. Presentation of the City of Hamilton regarding a Washroom/Shower Facility - Chedoke Pool - Chedoke School Property - Page 3 plus separate package
2. Presentation by Buchanan Park School - Environmental Project
3. Cash Tuition Fees - Pages 4 & 5
4. Hamilton Students' Building Trades Trust Fund - Pages 6 & 7
5. Cafeteria Operations at Eleven Composite Schools and Education Centre - Pages 8 & 9
6. Award of Contracts:
 - a) Gibson School (Phase 2) - Renovations - Pages 10 & 11
 - b) Memorial School - Renovations and Addition - Pages 12 to 14
 - c) Lloyd George School - Renovations - Pages 15 & 16
 - d) King George School - Renovations - Pages 17 & 18
 - e) Delta Secondary School - Asbestos Removal - Pages 19 & 20
7. Report of the Officials re Ontario Training and Adjustment Board (OTAB) - Pages 21 to 28

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from Officials re Summer Skills School (Adult and Continuing Education Annual Report 1992) - Pages 29 & 30

NEW BUSINESS:

1. Recommendations of the Director of Education - Page 31

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1992 05 12.

To the Chairman and Members.
Operations Management Committee,
Education Centre.
Hamilton, Ontario.

Ladies and Gentlemen:

Background

At the March 1992 meeting of the Operations Management Committee, the following motion was referred to the officials for a report.

Moved by Trustee Orban:

"That the Board move towards a more aggressive policy to enhance school and police relationships for the sake of safety in schools, and in life threatening situations:

(a) in terms of existing "community policy models"

(b) and with regard to Assault Policy Document in terms of school expectations and police expectations by joint training process."

Present Initiatives

Communications have been held with Robert Middaugh, Chief of Police, Hamilton-Wentworth Region. Chief Middaugh supports a strong relationship between the Board of Education and the Police Department. While Chief Middaugh is sympathetic to our desire for greater police presence within our schools, budget constraints do not permit a greater police commitment at this time.

Dialogue with the Chief of Police will continue.

The Secondary School Principals' Committee formed a "Safe Schools Committee" which has now completed its study. Their report will be reviewed by secondary school principals at their conference this month. The final report will be forwarded to Board officials for consideration.

In addition, the work of O.S.S.T.F.'s "Safe Schools Task Force" continues. The Hamilton Board of Education has two representatives on this Task Force. At this time, it is not clear when the Task Force's report will be available.

These initiatives, coupled with the Board's "Policy Against Assault in the School Environment", will provide the basis for a more comprehensive approach to school safety.

Recommendation:

That this report be received for information.

Prepared by: A. L. Stockwell, Associate Director of Education

Submitted by: A. L. Stockwell, Associate Director of Education

Approved by: K. A. Rielly, Director of Education and Secretary

kd

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β .

2. In the second part of the paper we shall consider the case of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β .

3. Results

3.1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β .

3.2. In the second part of the paper we shall consider the case of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β .

3.3. The third part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β .

4. Conclusion

The results of the paper show that the system of equations (1) has solutions for arbitrary values of the parameters α and β .

References: 1. A. I. Stepanov, *Acta Arithmetica*, 1950, vol. 1, no. 1, p. 1.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1992 05 12.

To the Chairman and Members.
Operations Management Committee,
Education Centre.
Hamilton, Ontario.

Ladies and Gentlemen:

RE: Physical Education Equipment Safety

Background

At the March 1992 meeting of the Operations Management Committee, the following motion was referred to the officials for a report.

Moved by Trustee Orban:

"That the Board institute training of staff with regard to equipment checks and on-site management prior to formal implementation of the Hamilton Interscholastic Athletic Council Risk Management Policy:

- (a) so as to ensure that equipment is up to minimum standard and in place for Interscholastic Athletic games both in school and off campus
- (b) and posting check lists to ensure safety of gymnastic equipment prior to games."

Equipment Safety Checks

Each summer large physical education equipment is checked for safety by a firm specializing in equipment safety and repair.

Matted wall surfaces have been installed in gymnasias to comply with the Risk Management Document.

Physical Education Department Heads are responsible for checking small physical education equipment for safety each year before use.

Physical Education equipment lent to elementary schools by Kit Services is checked for safety each time it is returned to the warehouse.

Implementation of Risk Management Policy

The implementation of the Hamilton Interscholastic Athletic Council Risk Management Policy has been delayed until June 15, 1992, to provide sufficient time to ensure that facilities meet the standards outlined in the policy. Implementation was also delayed to provide time for appropriate in-service training.

In-service nights have been held for all sports and all coaches. At these sessions, the Risk Management Document was reviewed.

Schools must adhere to the Policy or they may not enter a team in league competition.

Through the spring and early fall, further in-service sessions will be held for non-teaching staff coaches. They must attain Level 1 Theory of the National Coaching Certification Program before being permitted to coach.

Team Handball

Team handball is not an H.I.A.C. league sport. It has been played in some schools as part of the physical education program. The playing of team handball has been suspended until a satisfactory method of securing the nets has been found.

Recommendation:

That the report regarding physical education equipment safety be received for information.

Prepared by: L. Fraser, Physical and Health Education Coordinator
A. L. Stockwell, Associate Director of Education

Submitted by: A. L. Stockwell, Associate Director of Education

Approved by: K. A. Rielly, Director of Education and Secretary

1. The first part of the document is a list of the names of the persons who have been named in the proceedings.

2. The second part of the document is a list of the names of the persons who have been named in the proceedings.

3. The third part of the document is a list of the names of the persons who have been named in the proceedings.

4. The fourth part of the document is a list of the names of the persons who have been named in the proceedings.

5. The fifth part of the document is a list of the names of the persons who have been named in the proceedings.

6. The sixth part of the document is a list of the names of the persons who have been named in the proceedings.

7. The seventh part of the document is a list of the names of the persons who have been named in the proceedings.

8. The eighth part of the document is a list of the names of the persons who have been named in the proceedings.

9. The ninth part of the document is a list of the names of the persons who have been named in the proceedings.

10. The tenth part of the document is a list of the names of the persons who have been named in the proceedings.

11. The eleventh part of the document is a list of the names of the persons who have been named in the proceedings.

12. The twelfth part of the document is a list of the names of the persons who have been named in the proceedings.

13. The thirteenth part of the document is a list of the names of the persons who have been named in the proceedings.

14. The fourteenth part of the document is a list of the names of the persons who have been named in the proceedings.

15. The fifteenth part of the document is a list of the names of the persons who have been named in the proceedings.

16. The sixteenth part of the document is a list of the names of the persons who have been named in the proceedings.

17. The seventeenth part of the document is a list of the names of the persons who have been named in the proceedings.

18. The eighteenth part of the document is a list of the names of the persons who have been named in the proceedings.

19. The nineteenth part of the document is a list of the names of the persons who have been named in the proceedings.



THE CORPORATION OF THE CITY OF HAMILTON

City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4

1992 May 6

Mr. Keith Rielly
Director of Education
Hamilton Board of Education
100 Main Street West
HAMILTON, Ontario L8P 1H6

Dear Mr. Rielly:

Subject: Chedoke Washroom/Shower Facilities

Please find enclosed copies of the proposed site plan and building design as background information for the May 12th meeting.

The pool currently has no amenities and has been operational under a grandfather clause which expires this year. We must undertake this project in order to comply with Health & Safety and Occupational Health & Safety Standards & Codes.

We look forward to the May 12th meeting to answer any questions.

It is our hope that this project receives a favourable response.

Respectfully yours

A handwritten signature in dark ink, appearing to read "Coralee Secore".

Coralee Secore
Manager of Planning Services

CS/dj

att.

THE CORPORATION OF THE CITY OF HAMMERSLEY
CITY OF HAMMERSLEY



1901

Mr. John Smith
Director of Public Works
Hammersley Municipal Council
Hammersley, Victoria
1901

Dear Sir,

Reference is made to your letter of the 10th inst.

in relation to the proposed extension of the tramway system
from the existing terminus to the new terminus.

The proposed extension of the tramway system is a matter of
great importance to the Corporation and it is necessary that
it should be carefully considered.

The proposed extension of the tramway system is a matter of
great importance to the Corporation and it is necessary that
it should be carefully considered.

It is requested that you will advise the Corporation of the
result of your consideration of the proposed extension of the
tramway system.

Yours faithfully,

John Smith
Director of Public Works

1901

CHEDOKE POOL WASHROOM AND SHOWER FACILITIES

- OVERALL SITE PLAN
- DETAIL SITE PLAN
- FLOOR PLAN
- NORTH ELEVATION
- SOUTH ELEVATION
- EAST ELEVATION
- WEST ELEVATION

CHURCH FOR WOMEN AND GIRLS SOCIETY

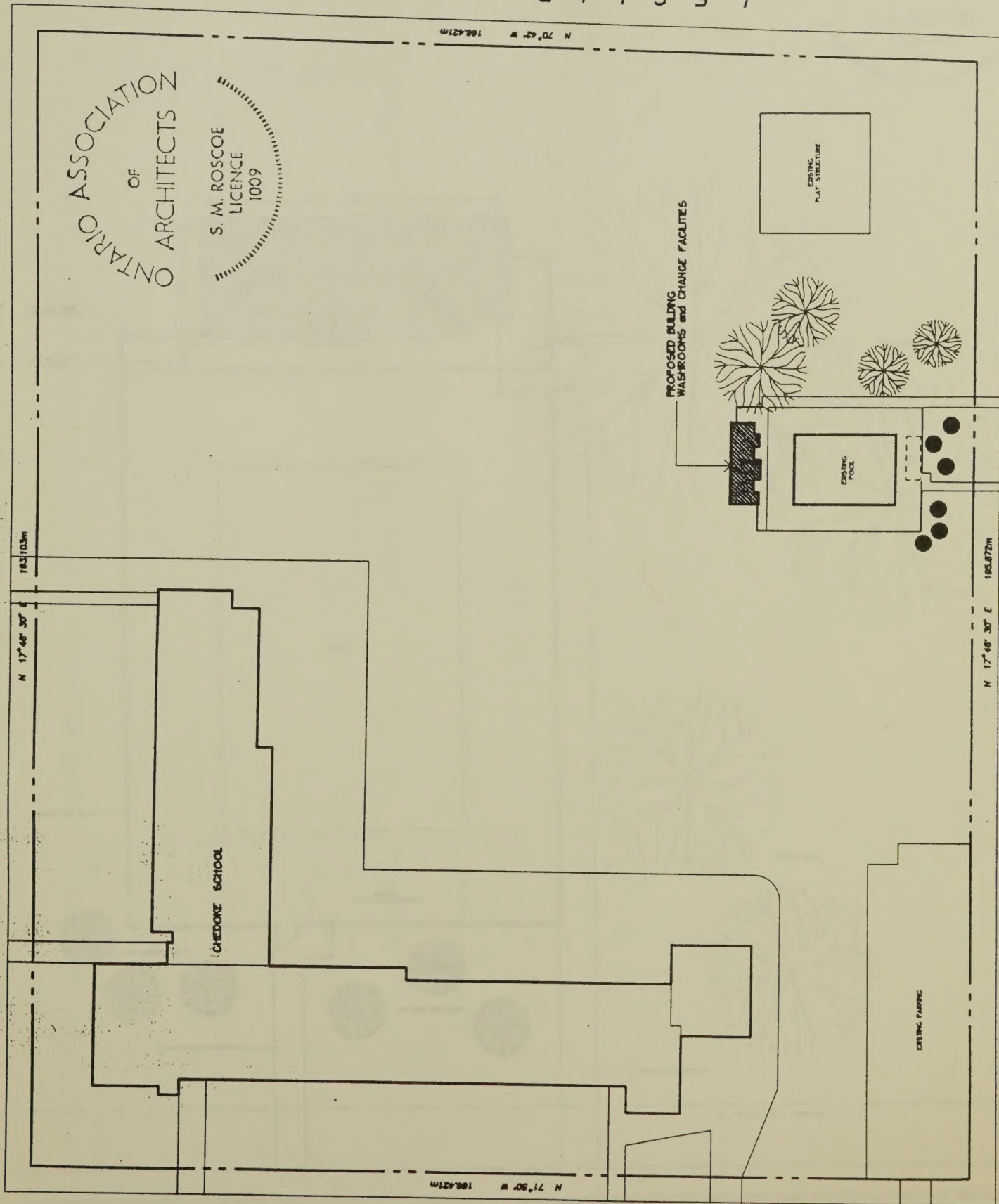
- OVERALL SITE PLAN
- DETAIL SITE PLAN
- FLOOR PLAN
- NORTH ELEVATION
- SOUTH ELEVATION
- EAST ELEVATION
- WEST ELEVATION

WEST 27th STREET

BENDAMERE AVENUE

LESSLIE AVENUE

WEST 25th STREET



ONTARIO ASSOCIATION
OF
ARCHITECTS

S. M. ROSCOE
LICENCE
1009

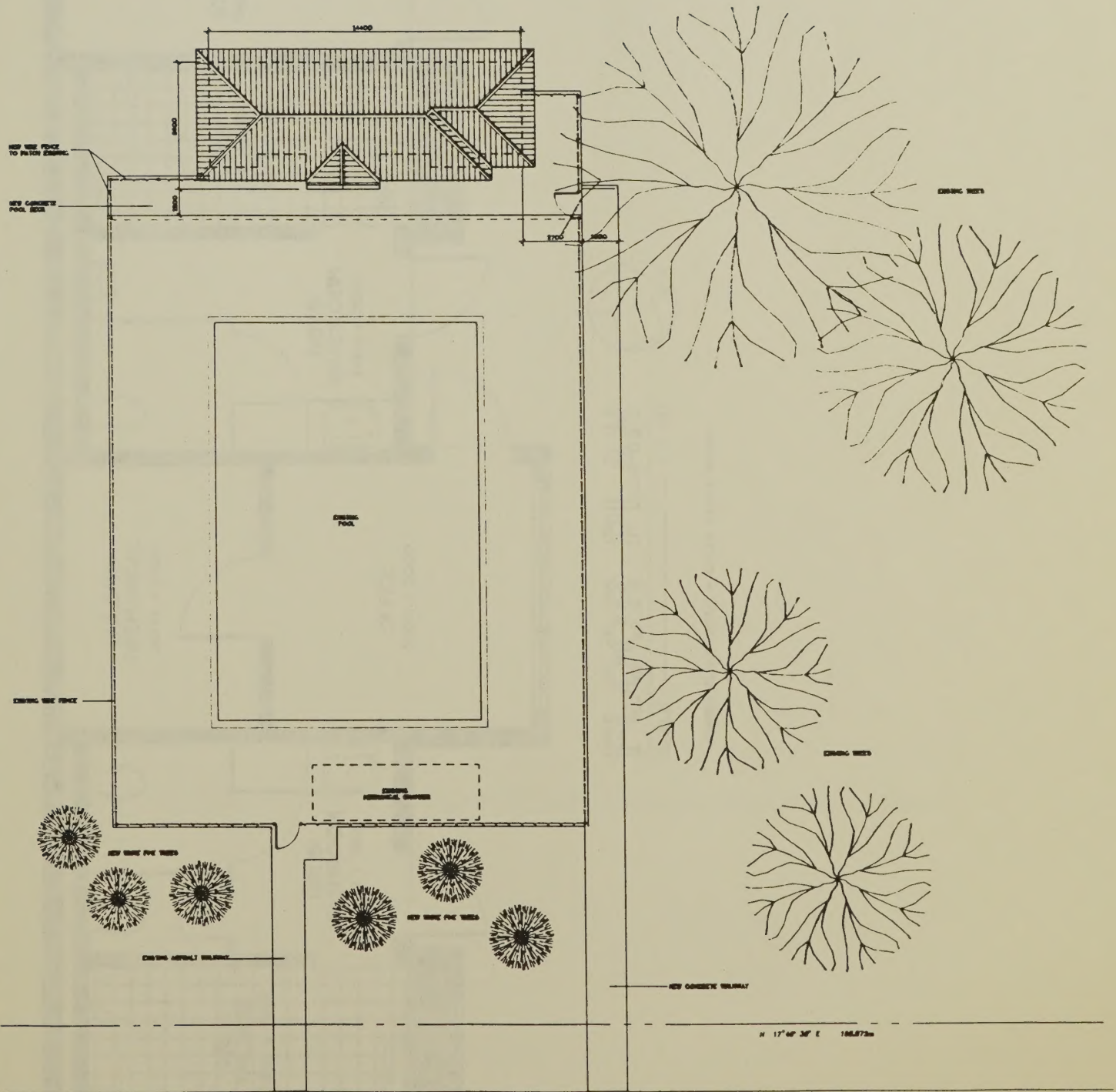
127512 7A24RE

10000 10000

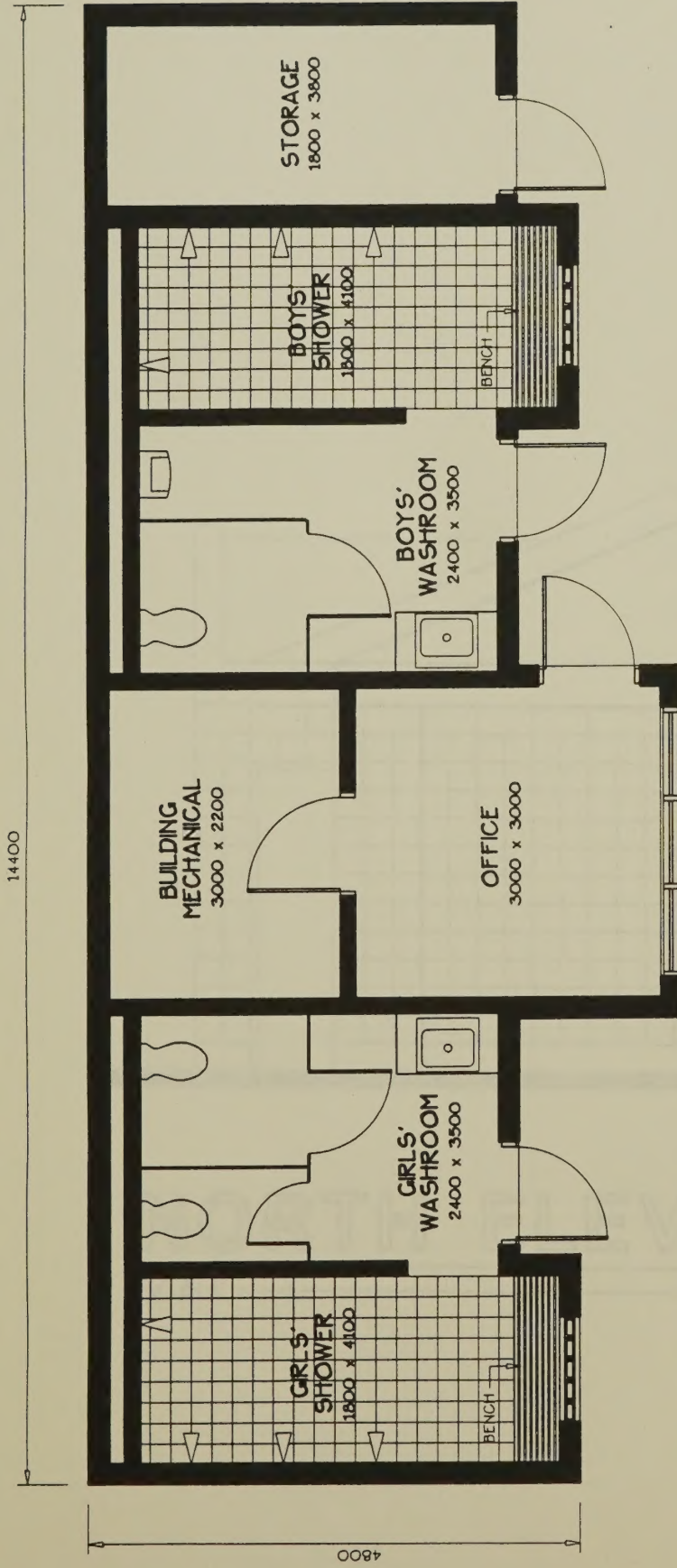
NOV 1964
10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31



127512 7A24RE



W E S T 2 5 t h . S T R E E T



FLOOR PLAN

SCALE 1 : 50

GROSS FLOOR AREA = 68.56 square meters

ONTARIO ASSOCIATION
OF
ARCHITECTS

S. M. ROSCOE
LICENCE
1009



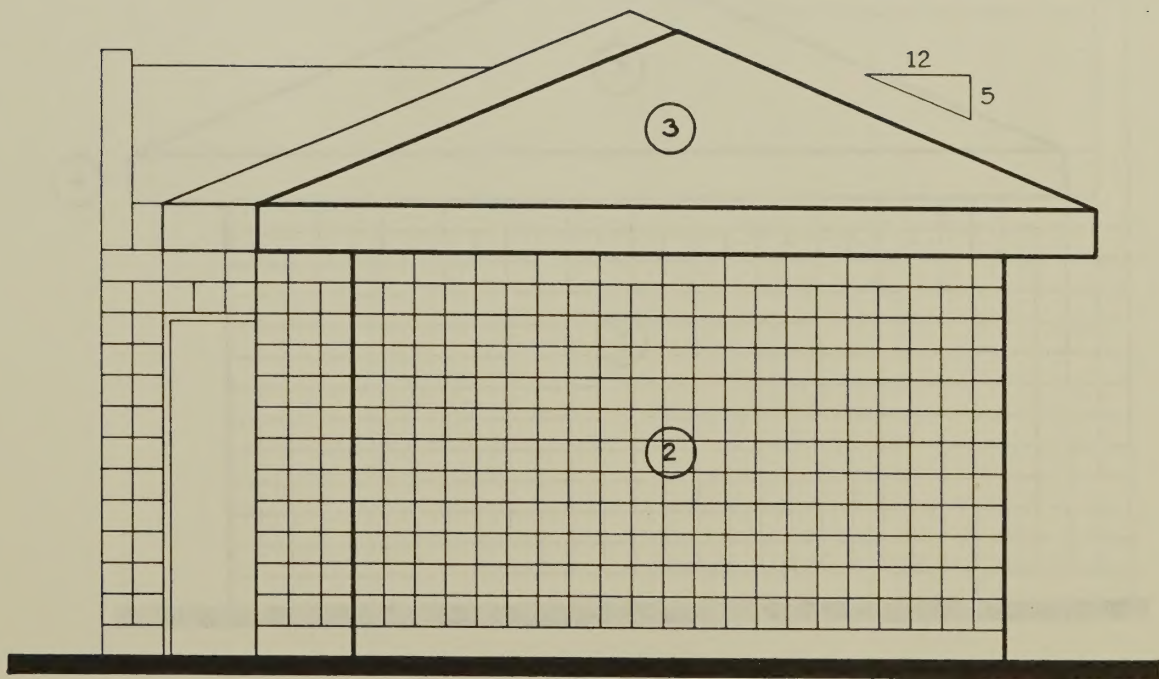
Architectural Record

Architectural Record



ONTARIO ASSOCIATION
OF
ARCHITECTS

S. M. ROSCOE
LICENCE
1009



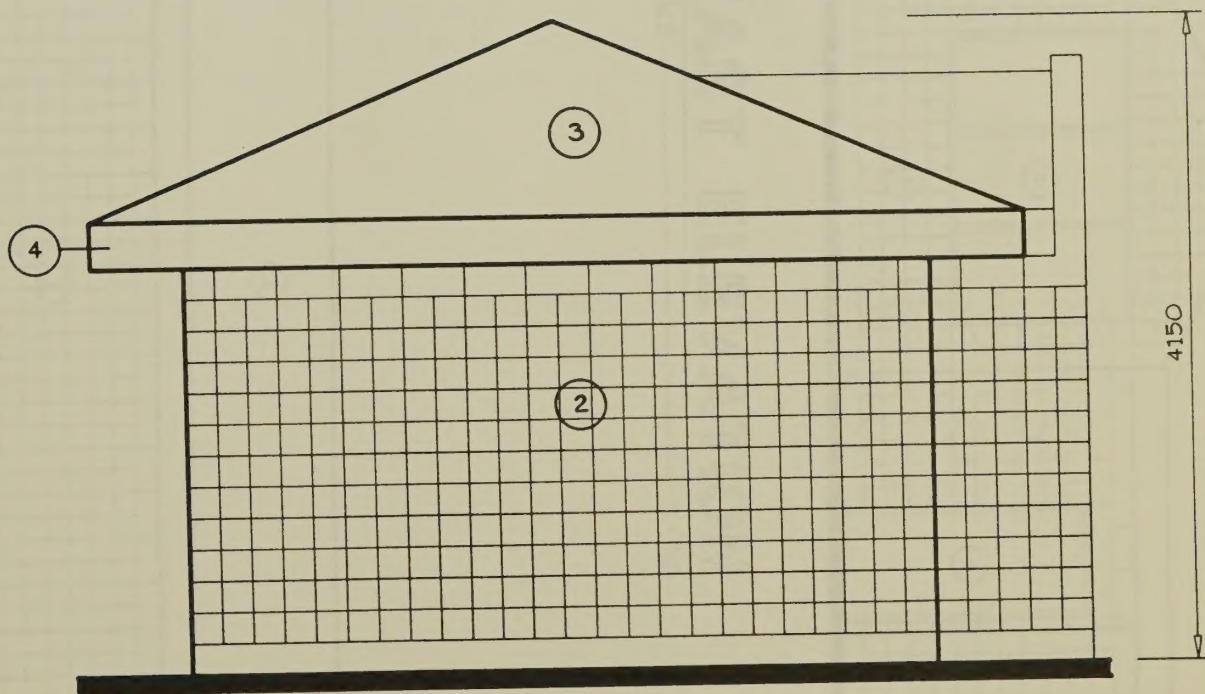
NORTH ELEVATION

SCALE ————— 1 : 50



NORTH ELEVATION

SCALE 1" = 10'



SOUTH ELEVATION

SCALE _____ 1 : 50

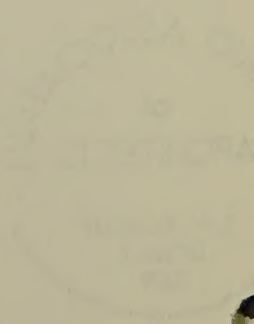
ONTARIO ASSOCIATION
OF
ARCHITECTS

S. M. ROSCOE
LICENCE
1009



SOUTH ELEVATION

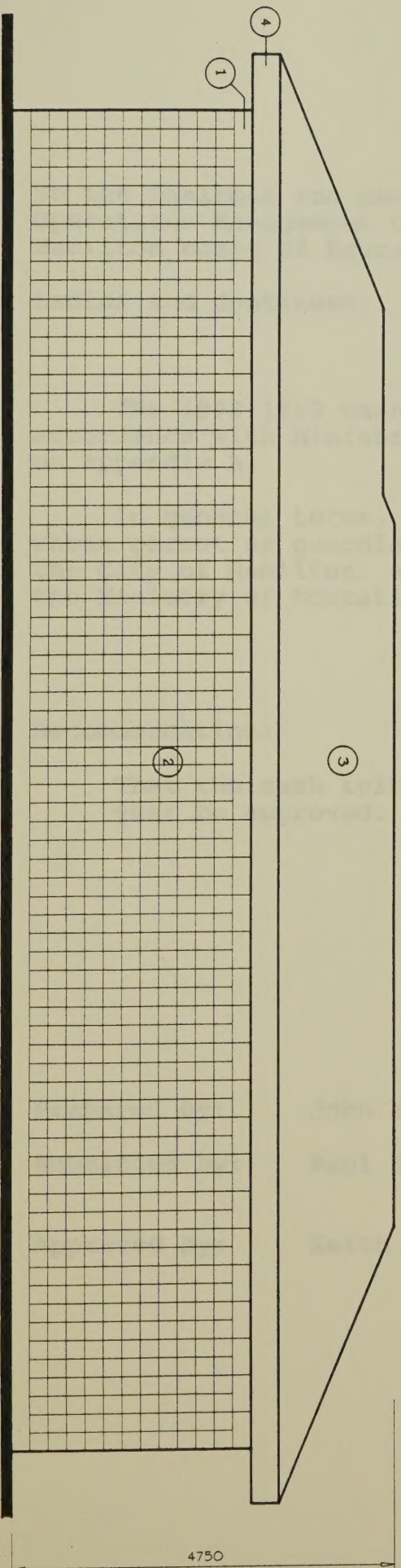
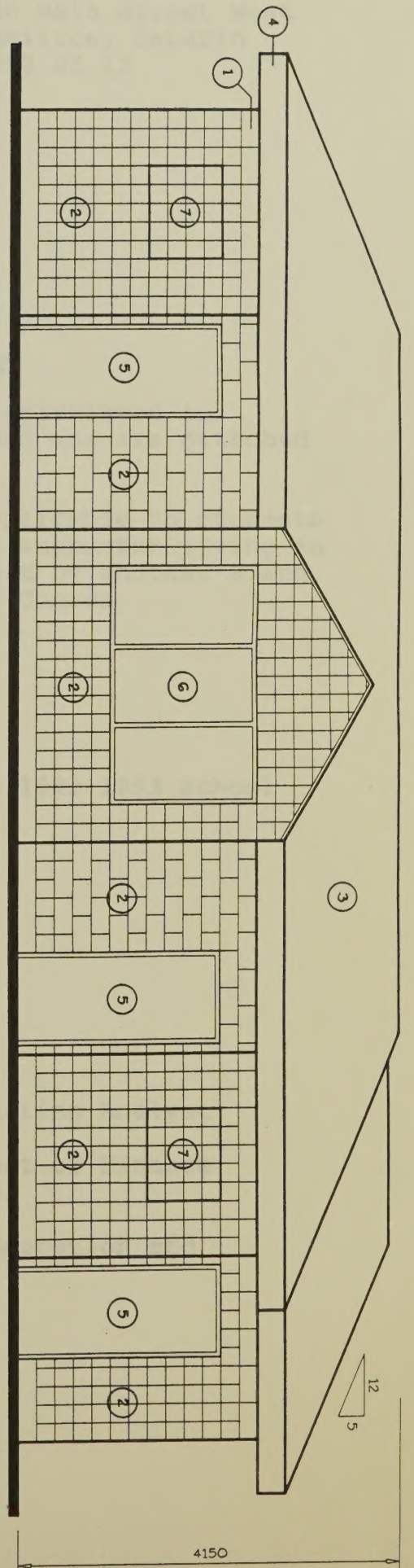
SCALE 1" = 10'



ONTARIO ASSOCIATION
OF
ARCHITECTS
S. M. ROSCOE
LICENCE
1002

EAST ELEVATION

SCALE 1 : 50





WEST ELEVATION



Education Centre
100 Main Street West
Hamilton, Ontario
1992 05 12

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Cash Tuition Fees

The 1992-1993 cash tuition fees have been calculated in accordance with Ministry of Education regulations and are attached on Appendix A.

In general terms, cash tuition fees are applicable to students whose parent or guardian is not a public school supporter living in the City of Hamilton, and whose fees are not paid by another Board, the Ministry of Education, or the Government of Canada.

Recommendation:

That the cash tuition fee schedule for the 1992-1993 school year be approved.

Prepared by: John E. Paterson, Senior Accounting Analyst
Submitted by: Paul E. Shewfelt, Superintendent of Finance
and Treasurer
Approved by: Keith A. Rielly, Director of Education and
Secretary

Enclosure 1
100-100-100
100-100-100
100-100-100

100-100-100
100-100-100
100-100-100

100-100-100

100-100-100

The 100-100-100
100-100-100
100-100-100

100-100-100
100-100-100
100-100-100

100-100-100

100-100-100
100-100-100

100-100-100
100-100-100
100-100-100
100-100-100

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CASH TUITION FEE SCHEDULE

FOR THE 1992 - 1993 SCHOOL YEAR

	<u>Annual</u>	<u>Fees</u> <u>Monthly</u>
Elementary Panel		
<u>Residents of Ontario</u>		
Grade Classes (including Junior Kindergarten, Kindergarten, and French Immersion)	\$2,050	\$205
<u>Non-Residents of Ontario</u>		
Grade Classes (including Junior Kindergarten, Kindergarten, and French Immersion)	\$6,350	\$635
Secondary Panel		
<u>Residents of Ontario</u>		
Grade Classes (including French Immersion)	\$2,190	\$219
Vocational	3,592	359
<u>Non-Residents of Ontario</u>		
Grade Classes (including French Immersion)	\$7,430	\$743

Note : Special Education classes are not available on a Cash Fee basis.

1870

1870

1870

1870

1870

1870

1870

1870

1870

1870

1870

1870

1870

1870

1870

1870

1870

May 12, 1992

To The Chairman and Members
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Re: The Hamilton Students' Building Trades Trust Fund

Commencing in 1974, the Board entered into the first of its four agreements with the Hamilton-Halton Home Builders' Association, (formerly the Hamilton and District Home Builders' Association), to enable our composite and vocational students to obtain work experience in the construction industry. The first home was completed and sold in 1975 and subsequent homes were completed and sold in 1977, 1979 and 1982. All profits arising from these sales were credited to the Hamilton Students' Building Trades Trust Fund from which awards to students are disbursed annually.

Since the Board and the Home Builders have an equal equity in this Trust, the total value of the awards is divided equally between the two organizations. For example, during 1991 the Board received \$ 800 from which it disbursed several awards. Similarly, the Home Builders received \$ 800 for disbursement to the winners of their annual student design contest.

A balance sheet, as at December 31, 1991, is attached for your information.

Recommendation:

- (a) That for 1992 a cheque be issued in the amount of \$ 800 to the Hamilton-Halton Home Builders' Association for awards to the winners of its 25th Annual Student Design Contest, and**
- (b) That for 1992 a cheque be issued in the amount of \$ 800 to The Board of Education for the City of Hamilton for awards to students in subject areas related to construction.**

Prepared by: Irene Polidori, Manager, Financial Services
Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Approved by: Keith A. Rielly, Director of Education and Secretary

THE HAMILTON STUDENTS' BUILDING TRADES TRUST FUND
BALANCE SHEET
DECEMBER 31, 1991

Assets

Cash and Short-term Deposits	\$ 9,537
Interest Receivable	455

	\$ 9,992
	=====

Equity

Balance - December 31, 1990	\$ 10,624
Add: Interest	968

	11,592
Deduct: Awards	1,600

Balance - December 31, 1991	\$ 9,992
	=====

Board of Education,
Hamilton, Ontario,
1992 05 12.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

RE: CAFETERIA OPERATIONS AT ELEVEN COMPOSITE
SCHOOLS AND EDUCATION CENTRE

Ladies and Gentlemen:

Proposals have been received from four companies to operate cafeterias at eleven composite schools and the Education Centre:

- (a) full kitchen facilities: Glendale, Hill Park, and Georges P. Vanier.
- (b) partial kitchen facilities (ie. off site food preparation): Barton, Sir Winston Churchill, Sir John A. MacDonald, Sir Allan MacNab, Scott Park, Sherwood, Westdale, Westmount and the Education Centre.

The terms of the agreement would be for three years with the option to renew for a further two years. Termination of this agreement requires 60 days written notification by the caterer or the Board.

The caterers were rated on the following criteria:

- (a) type of nutritional program and menu selection
 - nutritional program was reviewed by a public health nutritionist from the Regional Department of Public Health Services.
 - menu selection was recommended by the Food Policy Committee to be low in fat, limited in salt, and high in complex carbohydrates.

- 2 -

(b) prices of items to be sold

- range: increases to few or most items
or hold prices in first year.

(c) return on sales to the Board

- range: 3% to 5%

(d) bursaries to schools

(e) several other items including: a qualified dietician on staff who visits schools at least once a semester; input invited from staff and students; menu or price adjustments must be agreed to; and at least one member of the catering staff at G.P. Vanier School must be bilingual.

Based on the above criteria and the excellent references provided by other Boards presently using their services, our recommendation is to award the cafeteria operations to Restauronics Services Incorporated.

RECOMMENDATION:

That Restauronics Services Incorporated be awarded the Board's contract to operate cafeterias at eleven Composite Secondary schools and the Education Centre commencing September 1992 for three years, with the option to renew for a further two years, subject to prior approval by both parties.

Prepared by: D. Kelterborn,
Manager of Property and Insurance.

Submitted by: P. Shewfelt,
Superintendent of Finance and
Treasurer.

Approved by: K. Rielly,
Director of Education and Secretary.

1992 05 12

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies & Gentlemen:

Renovations - Gibson School (Phase 2)

As part of the 1991 Accommodation Report the Board approved an estimated cost of \$345,000 for Phase II for the renovation and upgrading of Gibson Elementary School for 1992. This estimate did not include funds to undertake any alterations to the existing layout or structure of the building. Subsequently, tenders were advertised for this project and the Board is in receipt of the following 17 submissions:

CONTRACTOR	BASE PRICE	G.S.T.	OPTION #1 (A & B)	G.S.T.	OPTION #2	G.S.T.	TOTAL TENDER INCL.G.S.T.
STONE CREEK GENERAL CONTRACTING LTD.	155,000.00	10,850.00	5,696.00	399.00	3,885.00	272.00	176,102.00
BESTCO CONSTRUCTION CORP.	159,900.00	11,193.00	9,000.00	630.00	5,000.00	350.00	186,073.00
ELDALE STRUCTURES LIMITED	157,000.00	10,990.00	9,934.00	695.38	7,251.00	507.57	186,377.95
T.R.HINAN CONTRACTORS INC.	154,900.00	10,843.00	15,300.00	1,071.00	6,900.00	483.00	189,497.00
G.S.WARK LIMITED	159,900.00	11,130.00	15,500.00	1,085.00	3,900.00	273.00	191,788.00
TESCON CONSTRUCTION INC	160,000.00	11,200.00	16,000.00	1,120.00	3,500.00	245.00	192,065.00
SPALLACCI & SONS LTD.	159,659.00	11,166.13	18,000.00	1,260.00	4,500.00	315.00	194,900.13
D.S.ALVEY LTD.	166,500.00	11,655.00	12,800.00	896.00	3,800.00	266.00	195,917.00
*LONETREE CONSTRUCTION MANAGEMENT LTD.	171,750.00	11,236.01	16,890.00	1,182.30	2,950.00	206.50	204,214.81
FRANK BUFALINO & SONS CONSTRUCTION LTD.	180,000.00	12,600.00	7,000.00	490.00	6,500.00	455.00	207,045.00
CANADIAN ENGINEERING & CONTRACTING LTD.	179,500.00	12,565.00	13,600.00	952.00	2,800.00	196.00	209,613.00
651272 ONT.INC. OA/LANCING	174,217.00	12,195.00	16,300.00	1,141.00	6,592.00	461.44	210,906.44
ALLARD CONSTRUCTION OF ONTARIO LTD.	188,450.00	13,191.50	14,250.00	997.00	6,440.00	450.00	223,778.50
737049 ONTARIO LTD. O/A D'LUXE DRYWELL (1987)	194,000.00	13,580.00	10,500.00	735.00	6,175.00	432.25	225,422.25
JAMES KEMP CONSTRUCTION LIMITED	197,400.00	13,818.00	9,500.00	665.00	8,000.00	560.00	229,943.00
COCHREN BROS. LIMITED	230,000.00	16,100.00	9,950.00	696.50	3,000.00	210.00	259,956.50
VALLEY TOWN CONSTRUCTION LIMITED	242,000.00	16,940.00	30,300.00	2,121.00	5,950.00	416.50	297,727.50

*Note: This contractor has submitted a tender with two prices. Price indicated is the one in longhand.
The G.S.T. is calculated incorrectly.

Option #1 - Filling coal bunkers

Option #2 - Floor finish in basement corridors

The above tenders include options for filling in and sealing an obsolete coal bunker (Option No. 1) and for refinishing floors in the basement corridors (Option No. 2). The costs for these options

are outlined above together with the appropriate goods & services tax. On the basis of including the base price together with both optional items, and all goods & services taxes, the lowest bid was submitted by Stoney Creek General Contracting Ltd.

The Superintendent of Plant, therefore, recommends that the lowest bid in accordance with the plans and specifications be accepted as noted and that a contract be awarded in the amount of \$176,102.00 to Stoney Creek General Contracting Ltd.

Contract	\$176,102
Permit & Contingency	20,100
Architectural Fees (P.O. Phase I & Phase II	59,109
Moving Furniture & Equipt.	<u>2,000</u>
Estimated Cost of Project.	\$257,311

Recommendation:

- (a) That a contract be awarded to Stoney Creek General Contracting Ltd. in the amount of \$176,102.00.
- (b) That funds be provided from Capital Reserves in the amount of \$257,311.00 for this project.

Prepared and submitted by:

R. T. Orlando,
Superintendent of Plant.

Approved by:

K. A. Rielly,
Director of Education.

1992 05 12

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton.

Ladies & Gentlemen:

Renovations & addition - Memorial School

As part of the 1991 Accommodation Report the Board approved an estimated cost of 1.3 million dollars for a renovation and addition to Memorial Elementary School for 1992. The estimate did not include allowances for the optional items noted, the goods & services taxes or for new furniture and equipment. Subsequently, tenders were advertised for this project and the Board is in receipt of the following 12 submissions:

CONTRACTOR	BASE PRICE	G.S.T.	OPTION #1 BASE PRICE	G.S.T.	BASE PRICE	G.S.T.	OPTION #2 BASE PRICE	G.S.T.	OPTION #3 BASE PRICE	G.S.T.	OPTION #4 BASE PRICE	G.S.T.	OPTION #5 BASE PRICE	G.S.T.	TOTAL
LONE TREE CONSTRUCTION MANAGEMENT LIMITED	955,896.00	66,912.00	22,500.00	1,750.00	9,757.00	682.99	9,121.00	638.47	38,000.00	2,660.00	3,000.00	210.00	13,188.00	923.16	1,125,238.62
BESTCO CONSTRUCTION CORP.	976,918.00	67,754.00	38,000.00	2,660.00	10,700.00	749.00	13,300.00	931.00	21,600.00	1,512.00	3,000.00	210.00	8,000.00	560.00	1,145,894.00
TRM CONSTRUCTION LIMITED	1,007,400.00	70,518.00	36,235.00	2,536.00	21,571.00	1,510.00	3,590.00	251.00	25,100.00	1,757.00	2,760.00	193.00	6,060.00	424.00	1,179,905.00
T. R. HINAN CONTRACTORS INC.	1,014,900.00	71,043.00	49,000.00	3,430.00	2,200.00	154.00	1,800.00	126.00	25,900.00	1,813.00	3,000.00	210.00	9,000.00	630.00	1,183,206.00
ELDALE STRUCTURES LIMITED	1,034,000.00	72,380.00	30,406.00	2,128.42	24,120.00	1,688.40			16,944.00	1,186.08	2,994.00	209.58	7,864.00	550.48	1,194,470.96
G. S. WARK LIMITED	1,035,000.00	72,450.00	40,000.00	2,800.00	11,000.00	770.00	2,000.00	140.00	29,000.00	2,030.00	4,000.00	280.00	10,000.00	700.00	1,210,170.00
JAMES KEMP CONSTRUCTION	1,045,000.00	67,060.00	44,000.00	3,080.00	9,000.00	630.00	5,000.00	350.00	26,000.00	1,820.00	4,000.00	280.00	7,000.00	490.00	1,213,710.00
D. S. ALVEY LTD.	1,029,500.00	72,065.00	40,000.00	2,800.00	26,500.00	1,855.00	4,000.00	280.00	28,500.00	1,995.00	4,500.00	315.00	11,500.00	805.00	1,224,615.00
COCHREN ERCS. LIMITED	1,075,000.00	75,250.00	36,500.00	2,555.00	21,500.00	1,505.00	4,800.00	336.00	19,000.00	1,330.00	2,800.00	196.00	9,850.00	689.50	1,251,311.50
THE FRID CONSTRUCTION COMPANY LIMITED	1,071,000.00	75,000.00	69,000.00	4,830.00	23,005.00	1,611.00	3,285.00	230.00	27,100.00	1,897.00	3,191.00	224.00	7,954.00	557.00	1,288,884.00
VALLEY TOWN CONSTRUCTION LIMITED	1,130,000.00	79,100.00	98,500.00	6,895.00	24,500.00	1,715.00	4,200.00	294.00	22,500.00	1,575.00	19,800.00	1,386.00	11,800.00	826.00	1,403,091.00
STONEY CREEK GENERAL CONTRACTING LTD.	1,200,000.00	84,000.00	57,116.00	3,998.00	24,424.00	1,710.00			46,300.00	3,241.00	2,850.00	200.00	9,894.00	693.00	1,434,426.00

The above tenders include options for:

- Option #1 - fill in abandoned coal bunker
- Option #2 - window upgrading - main building & annex
- Option #3 - new asphalt paving & chain link fencing in
staff parking lot
- Option #4 - new chain link fencing along laneway
- Option #5 - new asphalt paving and chain link fencing for
relocated play area.

The costs for these options are outlined above together with the appropriate goods and service tax.

The tender submitted by Lonetree Construction Management Ltd. included an electrical sub-contract bid from Tesla Electrical Ltd. This sub-contractor's bid was declared informal by the Hamilton Bid Depository. In accordance with the Ontario Bid Depository standard rules and procedures, rule 12(e) states "A prime contractor shall not use a trade bid which has been ruled informal". On this basis, the bid submitted by the General Contractor - Lonetree Construction Management Limited is not in accordance with the Board's requirements and is not acceptable to the Board.

The Superintendent of Plant, therefore, recommends that the lowest bid in accordance with the plans, specifications and tender documents be accepted and that a contract be awarded to Bestco Construction Corp. for the basic price plus G.S.T. in the amount of \$1,044,672.

Contract.	\$1,044,672
Permit & Contingency.	115,500
Architectural Fees	128,700
Moving Furniture & Equipment.	5,000
New Furniture and Equipment	100,000
Debenture and OMB Costs.	<u>12,500</u>

Estimated cost of Project. 1,406,372

Recommendations:

1. That a contract be awarded to Bestco Construction Corp. in the amount of \$1,044,672.
2. That application for final approval be submitted to the Ontario Municipal Board O.M.B.
3. That pursuant to the provisions of Part VIII Section 208, subsection 1 of the Education Act, the Board of Education for the City of Hamilton hereby makes application to the Regional Municipality of Hamilton Wentworth for the firm net sum of \$1,300,000, one million three hundred thousand dollars, for renovations and an addition to Memorial Elementary School on Main Street in the City of Hamilton and further requests that the said money be raised by the sale of debentures of the said Regional Municipality of Hamilton Wentworth with repayment term not to exceed twenty (20) years, and that the appropriate by-law for the said purpose be passed by the Council of the said Regional Municipality.

4. That the balance of costs including the provision of new furniture and equipment be financed from Capital Reserves of the Board of Education for the City of Hamilton.

Prepared by:

R. T. Orlando,
Superintendent of Plant.

P. E. Shewfelt,
Superintendent of Finance & Treasurer.

Submitted by:

R. T. Orlando,
Superintendent of Plant.

Approved by:

K. A. Rielly,
Director of Education & Secretary.

1992 05 12

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies & Gentlemen:

Re: Renovations - Lloyd George School

As part of the 1991 Accommodation Report, the Board approved an estimated cost of \$532,000 for renovations to Lloyd George School. The estimate did not include funds to undertake any alterations to the existing layout and structure of the building. Subsequently, tenders were advertised for this project and the following prices were received:

CONTRACTOR	BASE BID	G.S.T.	OPTION #1	G.S.T.	OPTION #2	G.S.T.	TOTAL
FRANK BUFALINO & SONS . CONSTRUCTION LTD.	490,060.00	32,060.00	18,000.00	1,260.00	53,900.00	3,773.00	599,053.00
ELDALE STRUCTURES LIMITED	540,549.00	37,838.43	18,341.00	1,283.87	49,329.00	3,453.03	650,794.33
LANCING CONSTRUCTION	555,500.00	38,885.00	21,500.00	1,505.00	51,780.00	3,624.60	672,794.60
T.R.HINAN CONTRACTORS INC.	556,850.00	38,980.00	17,500.00	1,225.00	48,500.00	3,395.00	666,450.00
BESTCO CONSTRUCTION CORP.	559,400.00	39,158.00	17,455.00	1,221.85	53,739.00	3,761.73	674,735.58
D. S. ALVEY LTD.	572,500.00	40,000.00	21,000.00	1,470.00	58,500.00	4,095.00	697,565.00
D. S. CONSTRUCTION CO.	572,581.00	40,081.00	17,172.00	1,202.04	50,780.00	3,554.60	685,370.64
STONEY CREEK GENERAL CONTRACTING LTD.	610,700.00	42,749.00	16,388.00	1,147.16	53,319.00	3,732.33	728,035.49
BEATTY-HALL CONSTRUCTION CO. LIMITED.	613,952.00	42,977.00	18,800.00	1,316.00	58,600.00	4,102.00	739,747.00

In view of the fact that the basic contract price from the low bidder and the associated costs are significantly in excess of the original estimates, there are several options available. The Superintendent of Plant, therefore presents the following alternatives for the Trustees' consideration and requests approval to proceed with one of the following:

Option A

The Superintendent of Plant recommends that the lowest bid for the base price including G.S.T. submitted by Frank Bufalino & Sons Construction Ltd. in the amount of \$522,120 be accepted and that a contract be awarded to Frank Bufalino & Sons Construction in the amount of \$522,120 and that funds be provided as noted below:

Base Contract (including G.S.T.)	\$522,120
Permit & Contingency	55,300
Fees	<u>92,832</u>
Total Estimated Cost of Project	\$670,252

Option B

The Superintendent of Plant recommends that the lowest bid for the base price and options number 1 to include a folding partition and associated changes in the stage area, including G.S.T., in the amount of \$541,380 be accepted and that a contract be awarded to Frank Bufalino & Sons Contracting in the amount of \$541,380 and that funds be provided as noted below:

Base Price & Option #1 incl.G.S.T.	\$541,380
Permit & Contingency	59,400
Fees	<u>93,675</u>
Total Estimated Cost of Project	\$694,455

Option C

The Superintendent of Plant recommends that the lowest bid, including G.S.T., for the base price and option number 2, which provides for alterations to the Central ventilating system submitted by Frank Bufalino and Sons Contruction Ltd. in the amount of \$579,793 be accepted and that a contract be awarded to Frank Bufalino & Sons Contracting in the amount of \$579,793 and that funds be provided as noted below:

Base Price & Option #2, incl. G.S.T.	\$579,793
Permit & Contingency	63,800
Fees	<u>95,019</u>
Total Estimated Cost of Project	\$738,612

Option D

The Superintendent of Plant recommends that the lowest bid including G.S.T. for the base price and options 1 & 2 in the amount of \$599,053 be accepted and that a contract be awarded to Frank Bufalino & Sons Contracting in the amount of \$599,053 and that funds be provided as noted below:

Base Price & Options #1 & #2, incl. G.S.T. . . .	\$599,053
Permit & Contingency	66,000
Fees	<u>95,693</u>
Total Estimated Cost of Project	\$760,746

Prepared and submitted by:

R. T. Orlando,
Superintendent of Plant.

Approved by:

K. A. Rielly,
Director of Education & Secretary.

1992 05 12

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies & Gentlemen:

Re: Renovations - King George School

As part of the 1991 Accommodation Report, the Board approved an estimated cost of \$931,000 for the renovation project at King George Elementary School. The estimate did not include funds to undertake any alterations to the existing layout and structure of the building. Subsequently, tenders were advertised and the following prices were received:

CONTRACTOR	BASE PRICE		OPTION #1		OPTION #2		OPTION #3		OPTION #4		OPTION #5		TOTAL
			BASE PRICE	GST	BASE PRICE	GST	BASE PRICE	GST	BASE PRICE	GST	BASE PRICE	GST	
BESTCO CONSTRUCTION CORP.	622,000.00	43,540.00	3,000.00	210.00	14,000.00	980.00	8,800.00	616.00	3,400.00	238.00	11,300.00	791.00	708,875.00
ELDALE STRUCTURES LIMITED	641,000.00	44,870.00	5,406.00	378.42	16,520.00	1,156.40	10,259.00	718.13	3,520.00	246.40	16,432.00	1,150.24	741,656.59
CON CONSTRUCTION INC.	669,900.00	46,893.00	4,000.00	280.00	20,000.00	1,400.00	7,500.00	525.00	2,000.00	140.00	6,000.00	420.00	759,058.00
T. R. HINAN CONTRACTORS LTD.	666,500.00	46,655.00	5,000.00	350.00	17,500.00	1,225.00	16,500.00	1,155.00	3,500.00	245.00	14,000.00	980.00	773,610.00
PEGDON CONSTRUCTION LTD.	669,000.00	46,830.00	4,425.00	309.75	17,760.00	1,243.20	7,020.00	491.40	3,680.00	257.60	21,550.00	1,508.50	774,075.45
D. S. ALVEY LTD	660,000.00	46,200.00	5,000.00	350.00	19,500.00	1,365.00	17,500.00	1,225.00	5,500.00	385.00	15,000.00	2,450.00	774,475.00
DEMIX CONSTRUCTION LIMITED	677,700.00	47,439.00	5,165.00	361.55	14,970.00	1,047.90	12,430.00	870.10	5,280.00	369.20	11,655.00	815.85	778,103.60
COCHREN BROS. LIMITED	683,000.00	47,810.00	7,000.00	490.00	16,544.00	1,158.08	12,600.00	882.00	3,200.00	224.00	16,400.00	1,148.00	790,456.08
G. S. FOWLER CONSTRUCTION LTD.	679,700.00	45,579.00	8,200.00	574.00	22,000.00	1,540.00	15,200.00	1,064.00	3,800.00	266.00	19,700.00	1,379.00	799,002.00
60331 ONT. INC. O/A D.S. CONSTRUCTION CO.	692,000.00	48,440.00	4,915.00	344.00	19,175.00	1,342.00	12,372.00	866.00	3,200.00	224.00	31,230.00	2,186.00	816,294.00

The above tenders included the following optional items:

- Option #1 - new glazing in windows part A
- Option #2 - new basement windows part F
- Option #3 - fill in obsolete coal bunker
- Option #4 - Painting of gymnasium area
- Option #5 - Insulation for windows part J

On the basis of including the base price together with the goods and services taxes and all options, the lowest bid was submitted by Bestco Construction Corp. The Superintendent of Plant recommends that the lowest bid in accordance with the specifications be accepted as noted and that a contract be awarded in the amount of \$708,875 to Bestco Construction Corp.

Contract	\$708,875
Fees	106,000
Permit & Contingency	79,000
Moving Furniture & Equipment	<u>5,000</u>

Estimated Cost of Project. \$898,875

Recommendation:

- (a) That a contract be awarded to Bestco Construction Corp. in the amount of \$708,875.
- (b) That this project be funded from Capital Reserves in the amount of \$898,875.

Prepared and submitted by:

R. T. Orlando
Superintendent of Plant.

Approved by:

K. A. Rielly,
Director of Education & Secretary.

1992 05 12

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies & Gentlemen:

Tenders - Asbestos Removal - Delta S.S.

As part of the 1991 Accommodation Report the Board approved an estimated cost of \$500,000 for Phase I for asbestos removal work at Delta Secondary School for 1992. Subsequently, tenders were advertised for this project and the Board is in receipt of the following 9 submissions:

CONTRACTOR	BASE PRICE	GST	OPTION #1 BASE	GST	OPTION #2 BASE	GST	TOTAL
TECHNIQUE- ENVIRONMENT CORP.	196,200.00	13,734.00	1,460.00	102.20	11,950.00	836.50	224,282.70
DONALCO INC.	201,904.00	14,133.28	3,250.00	227.50	11,700.00	819.00	232,033.78
A. C. & I. SERVICES LTD.	208,550.00	14,596.50	5,400.00	378.00	13,650.00	955.50	243,530.00
CROSSBY INSULATIONS (LONDON) LTD.	256,700.00	17,969.00	2,700.00	189.00	14,700.00	1,029.00	293,287.00
BIGGS & NARCISO CONSTRUCTION SERVICES	286,843.00	20,079.01	4,500.00	315.00	14,850.00	1,039.50	327,626.51
KLAJNERMAN CONTRACTING CORP.	288,252.00	20,177.64	3,800.00	266.00	15,900.00	1,113.00	329,508.64
INSCON CONTRACTORS LTD.	440,000.00	30,386.16	4,250.00	297.50	12,285.00	859.95	488,078.61
WAYNE & HAROLD SMITH CONSTRUCTION	447,400.00	31,318.00	4,800.00	336.00	14,000.00	980.00	498,834.00
MCGOWAN INSULATIONS	493,600.00	34,552.00	4,300.00	301.00	12,700.00	889.00	546,342.00

The above tenders include options for providing window treatment in the Music Room (Option No.1) and for providing acoustic panels in the Music Room (Option No.2). The costs for these options are outlined above together with the appropriate goods and services tax. On the basis of including the base price together with both optional items, and applicable sales taxes, the lowest bid was submitted by Technique-Environment Corporation.

The Superintendent of Plant, therefore, recommends that the lowest bid in accordance with the plans and specifications be accepted as noted and that a contract be awarded in the amount of \$224,282.70 to Technique-Environment Corporation.

Contract.	\$224,282.70
Permit and Contingencies.	25,300.00
Architectural Fees.	22,400.00
Moving Furniture & Equipment	<u>5,000.00</u>

Estimated Cost of Project	\$276,982.70
---------------------------	--------------

Recommendations:

- (a) That a contract be awarded to Technique-Environment Corporation in the amount of \$224,282.70.
- (c) That funds be provided from current levies in the amount of \$276,982.70 for this project.

Prepared and submitted by:

R. T. Orlando,
Superintendent of Plant.

Approved by:

K. A. Rielly,
Director of Education & Secretary.

Education Centre
100 Main Street West
Hamilton, Ontario
1992 05 12

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Ontario Training and Adjustment Board

Attached is a brief report which provides background information concerning the Ontario Training and Adjustment Board and the consultation process established to hear proposals from across the province regarding the establishment of local training and adjustment boards.

Outlined in the report is:

- Hamilton Board involvement to date
- The Report delivered by R. Leedale at the May 4, 1992 Consultation meeting
- Report on the NEXT STEPS for Local Boards.

Recommendation:

That the Report on the Ontario Training and Adjustment Board
be received for information.

Prepared by: R. Leedale
Principal, Adult and Continuing Education

Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

01.000.000
01.000.000
01.000.000
01.000.000
01.000.000
01.000.000
01.000.000
01.000.000
01.000.000
01.000.000

To the Director and Members of the
Committee on the Status of the
Committee on the Status of the

Committee on the Status of the
Committee on the Status of the

Committee on the Status of the

Committee on the Status of the
Committee on the Status of the
Committee on the Status of the

Committee on the Status of the
Committee on the Status of the
Committee on the Status of the

Committee on the Status of the

This is a report of the Committee on the Status of the
Committee on the Status of the

Reported by: E. J. Riecke
Committee on the Status of the

Submitted by: E. J. Riecke
Committee on the Status of the

Approved by: K. A. Riecke
Committee on the Status of the

ONTARIO TRAINING AND ADJUSTMENT BOARD

The Government of Ontario wants to develop a new organization to provide shared, co-operative leadership of Ontario's labour force development system. This new organization - a provincial Agency called the Ontario Training and Adjustment Board (OTAB) - will be led by representatives of business, labour, trainers and educators, and social action organizations. The government also wants to establish an associated network of Local Boards (LTAB) which will be jointly designated by the provincial and federal governments.

Two papers have been released dealing with OTAB and LTAB

- Skills to Meet the Challenge: A Training Partnership for Ontario
- Local Boards: A Partnership For Training

As part of the consultation process, the Local Board Secretariat is holding hearings across the Province on its proposals to establish training and adjustment boards in twenty-two areas.

Hamilton is included with Brantford, Haldimand, Norfolk, Simcoe and Wentworth counties as a Local Board Area.

Our presentation was made on May 4, 1992 at the Sheraton Hotel.

In the early stages it was obvious that school boards were not recognized as key players in adult education and training and were not being recognized in future delivery programs.

As a result many have assumed leadership roles to represent school boards in the consultation process: Ontario Public School Boards' Association, O.S.S.T.F. and Adult and Continuing Education Departments in many Boards of Education.

The three Adult Education principals from the Coterminous Boards in Hamilton Wentworth have met on several occasions to plan strategy for the May 4, 1992 consultation meeting.

The following is a brief review of these activities:

- April 3 - meeting with Malcolm Buchanan - O.S.S.T.F.
- April 4 - joint presentation to a constitution meeting hosted by Dr. Richard Allan
- April 22 - meeting at Briarwood with adult educators and superintendents from all boards in our proposed local area
- May 4 - Presentation by R. Leedale representing the school boards in the Hamilton area.

OTAB

LOCAL BOARDS CONSULTATION MEETING

MAY 4, 1992

HAMILTON

Good morning ladies and gentlemen - may I thank you for the opportunity to make this presentation as part of the OTAB consultation meetings.

I am speaking this morning on behalf of the Boards of Education in Hamilton - The Hamilton Public Board and the Hamilton R.C.S.S. Board. A brief will be forwarded by May 15, representing all Boards of Education both Public and Separate in Hamilton, Brant, Haldimand and Norfolk Counties.

It is important to focus on the harmony and co-operation that exists between the two boards in Hamilton in regard to providing training and services to the adult community:

- we are members of the Adult Basic Education Association and with our other partners Mohawk College, The Literacy Council, The Library, The Labour Council and the Hamilton Spectator share a common interest in raising the adult basic education levels in Hamilton-Wentworth.

- we meet with other labour market partners on a joint committee with the Canada Employment Centre to discuss issues related to training and Labour Force Development strategies.
- through a mutually co-operative innovative venture between Dofasco and the local Boards of Education - the Boards deliver on-site at Dofasco educational programming available to all interested employees. The programs encompass the spectrum of learning from Adult Basic Education and English As A Second Language to a wide range of Secondary School Credit Courses for diploma purposes. We have Nicknamed this project "Dofasco High"
- each Board operates Adult Learning Centres and we maintain a friendly rivalry between St. Charles and Briarwood, but it is a common practice when we counsel the many adult learners who seek our advise to recommend each others programs because we believe strongly in the philosophy that we exist to provide the service that best suits the needs of each adult

The Hamilton Boards of Education support the formation of a partnership between business, labour, education and social groups at both the provincial and local levels as outlined in Skills to Meet the Challenge: A Training Partnership for Ontario.

We are concerned, however, that school boards have not been adequately recognized as key players in current labour force development and have not been recognized in the delivery of future programming.

School boards as key deliverers in adult training have a major stake in the future of training and adjustment in Ontario and as such must be key participants in any discussion and decision making.

The number of adults returning to school to obtain secondary school credits has increased dramatically over the last ten years. In 1990-91 adults represented 20% of all secondary school students enrolled in day school credit courses in Ontario - an increase of 14% from 1980-81.

The majority of these adults are returning to their local schools to enhance their employability indicating that Boards of Education are already a major component in labour force development.

There are several facts that give school boards special advantages and responsibilities in the delivery of programs.

- Facilities available in all communities in the Province
- The school system is the only vehicle through which the government can make its philosophy of "lifelong learning" a reality.

- The school system is the only source of the Ontario Secondary School Diploma. This diploma is a prerequisite required by many employers and post secondary educational institutions.
- School boards already have an excellent record in serving disadvantaged adults.
- Many school boards have the flexibility necessary to respond quickly to new or changing community needs for adult programs.
- The provision of adult education and training opportunities by school boards contributes to an effective partnership between educational institutions, business and industry.

There is a need to recognize that education is a continuum and that a variety of programs and service delivery agencies are required to ensure that youths and adults have the opportunities they require for successful entry and re-entry in the labour force.

In order to ensure that the needs of our clients are met during the implementation stage, stability of existing programs and their funding must be guaranteed through a planned phased approach which includes ongoing assessment and evaluation.

Several recommendations have been proposed during these consultation meetings - May I highlight a few.

1. That school boards be designated as "public institutions" in future Canada - Ontario Labour Force Development Agreements.
2. That the exclusive mandate of school boards to provide secondary school credit courses and diplomas must remain.
3. That school boards, as one of many service delivery agencies, continue to have the right to provide a variety of adult, job entry and apprenticeship programs.
4. That impact analyses of the OTAB and local boards proposals on existing programs and their funding be undertaken.
5. That school boards be automatic members of all Local Training Adjustment Boards.

My thanks once again for this opportunity to present to the LTAB consultation meeting on behalf of the school boards of Hamilton.

LOCAL BOARDS: A PARTNERSHIP FOR TRAINING NEXT STEPS

1. The consultation meeting is only the first step towards the implementation of local boards. This opportunity allows the community to respond to the proposal and begin a dialogue among labour market partners in this area on the establishment of local boards.
2. After this consultation meeting we encourage ongoing dialogue on the issues and recommendations that were presented and discussed at the meeting. In addition, communities will need to reach out to groups that were not present and ensure they are part of the process.
3. The labour market partners in this community have an opportunity to submit written reports after this consultation meeting. Submissions should be sent to the Local Board Secretariat, 595 Bay Street, 9th Floor, Toronto, Ontario M5G 2C2 and should arrive no later than mid May, in order to be included in the consultation report on local boards.
4. Once all the consultation meetings have been completed, both groups of the panel will write a joint report on their findings. This report will be finalized by the end of June.
5. This report will be submitted to the Canadian Labour Force Development Board (CLFDB), the Ontario Training and Adjustment Board (OTAB), and the two levels of government. As well, the report will be distributed to the labour market partners.
6. This report will be used by the CLFDB and the OTAB (in consultation with the two governments) to prepare an implementation guide on local boards.
7. The implementation guide will be made available to labour market partners in the communities early fall.
8. The establishment and designation of local boards is an evolutionary process. Local boards will be jointly designated by OTAB, and CLFDB, (in consultation with the levels of government), based on the criteria outlined in the implementation guide.

Education Centre
100 Main Street West
Hamilton, Ontario
1992 05 12

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Summer Skills School

At the Operations Management Committee meeting of March 10, 1992 the following motion was approved:

"The Summer Skill School, scheduled to re-open in 1992, be postponed until further notice".

At the Board meeting of March 24, 1992 the motion was referred in order to investigate the possibility of a user fee to make the program cost recoverable.

Attached is a summary of estimated expenditures and revenues for Summer Skills School.

Recommendation:

That the original motion *"The Summer Skills School, scheduled to re-open in 1992, be postponed until further notice"* be adopted.

Prepared by: R. Leedale, Principal, Adult and Continuing Education

M. Donaldson, Administrative Assistant, Adult and
Continuing Education

Submitted by: Elizabeth Bond
Superintendent of Program

Approved by: Keith Rielly
Director and Secretary of the Board

SUMMER SKILLS SCHOOL**Expenditures:**

Instructional supplies	\$4,000.00
Printing	2,000.00
Miscellaneous	150.00
Co-ordinators' Salaries (3 Sites)	5,725.00
Teachers' Salaries (25)	<u>47,705.00</u>
Total Estimated Expenditures	59,580.00

Revenue:

Note: No Ministry grants are available if user fees are charged.

A. User Fees

<i>Class Size</i>	<i>Fee Per Student</i>
12	\$200
16	\$150
20	\$120

The chart represents the fees per student that we would be required to charge to make this program cost recoverable.

OR

B. Ministry Grants

Ministry Grants available to the Board for this program would be \$21,300.00.

Expenditures	\$59,580.00
Ministry Grants	<u>\$21,300.00</u>
Cost to the Board	\$38,280.00

It should be noted that Summer Skills School is not included in the 1992 Board approved budget.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1992 05 12

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That up to 110 students, Grades 6-7, participate in art studio excursion to Camp Kwasind, Huntsville, 1992 06 02-04 (Tuesday to Thursday).
- (b) That the following trip requests be approved:
 - (i) C. B. Stirling, Grade 6, Outdoor Education, Camp Wanakita, 1992 05 24 to 1992 05 27 (Sunday to Wednesday)
 - (ii) Dalewood, Grade 6, Canterbury Hills, 1992 05 27-28 (Wednesday to Thursday)
 - (iii) Eastmount Park, Grade 5, Westfield Heritage Centre, 1992 06 16-17 (Tuesday to Wednesday)
 - (iv) Hillcrest, Grade 8, Ottawa, 1992 06 03-05 (Wednesday to Friday)
 - (v) Robert Land, Grades 4-5, Valens Conservation Area, 1992 05 27-29 (Wednesday to Friday)
 - (vi) Delta, Grades 9-OAC, Bark Lake Leadership Centre, 1992 05 25-27 (Monday to Wednesday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

10-10-50

Mr. J. Edgar Hoover
U. S. Department of Justice
Washington, D. C.

Dear Mr. Hoover:

Enclosed for you are two copies of a letterhead memorandum dated and captioned as above.

Sincerely,
J. Edgar Hoover

Very truly yours,
J. Edgar Hoover

cc - Mr. Tolson

ADMINISTRATIVE MATTER

1. On 10-10-50, the following information was received from the New York Office of the Federal Bureau of Investigation (NYO) regarding the activities of the "Black Panther Party" (BPP) in New York City:

2. The BPP is a revolutionary organization which seeks to achieve the liberation of the Negro people from the oppression of the white man.

3. The BPP is active in New York City and is engaged in a variety of activities, including the distribution of literature, the holding of meetings, and the organization of demonstrations.

4. The BPP is active in the recruitment of new members and is seeking to expand its activities throughout the United States.

5. The BPP is active in the collection of funds and is seeking to obtain financial support from individuals and organizations.

6. The BPP is active in the organization of a "Black Liberation Army" (BLA) and is seeking to recruit individuals to join the BLA.

7. The BPP is active in the organization of a "Black Liberation Movement" (BLM) and is seeking to recruit individuals to join the BLM.

8. The BPP is active in the organization of a "Black Liberation Front" (BLF) and is seeking to recruit individuals to join the BLF.

9. The BPP is active in the organization of a "Black Liberation Council" (BLC) and is seeking to recruit individuals to join the BLC.

10. The BPP is active in the organization of a "Black Liberation League" (BLL) and is seeking to recruit individuals to join the BLL.

Very truly yours,
J. Edgar Hoover
Director

CAYON HBL W26
A35
1992

A G E N D A

SPECIAL MEETING OF THE
OPERATIONS MANAGEMENT COMMITTEE

1992 05 26

GENERAL

NEW BUSINESS:

1. Presentation of the Accommodation Report

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Presentation of the Accommodation Report

PLEASE BRING YOUR ACCOMMODATION BINDER TO THIS MEETING

↳ filed separately
CAYON HBL W26
A16 1992

05/04/2014
11:51
11/11

05/04/2014

05/04/2014

05/04/2014

05/04/2014

05/04/2014

05/04/2014

05/04/2014

05/04/2014

05/04/2014

05/04/2014

05/04/2014

05/04/2014
05/04/2014
05/04/2014

CA4 ON HBL W26
A35
1992

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1992 05 27

URBAN MUNICIPAL
JUN 4 5 1992
DOCUMENTS

Agenda

TO THE CHAIRMAN AND MEMBERS
OPERATIONS MANAGEMENT COMMITTEE

(Trustees Hill, Allen, Darby, Desmarais, Lowe, Rogers and
Cunningham.)

Ladies and Gentlemen:

Please be advised that Special Meetings of the Operations
Management Committee have been scheduled as follows:

.Wednesday, 1992 06 03 at 18:15 hours

Accommodation Report

Members are asked to bring their copy of the Accommodation Report

.Thursday, 1992 06 04

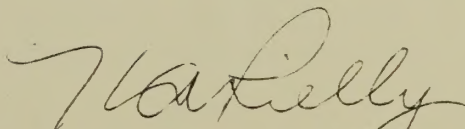
Agenda is attached.

immediately following the Development Committee meeting.

Dinner will be available at 17:30 hours.

Your attendance is requested.

Yours truly,



K. A. Rielly
Director of Education
and Secretary

rm

Notice sent to all trustees.

THE UNIVERSITY OF CHICAGO

LIBRARY OF THE UNIVERSITY OF CHICAGO

1215 E. 58th St. Chicago, Ill. 60637

CA4 HBL W26

A35

1992

A G E N D A
SPECIAL MEETING OF THE OPERATIONS MANAGEMENT COMMITTEE
1992 06 04

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re the Agreement relative to the City of Hamilton's construction of a Washroom/Shower Facility, Chedoke Pool - Chedoke School Property

NEW BUSINESS:

1. Report re Cafeteria Operations at Eleven Composite Schools and Education Centre - **Pages 1 and 2**
2. Report re Driver Education Quotations - In-Car Portion - **Pages 3 and 4**
3. Report of the Transportation Committee - **Page 5**
4. Report of the Special Education Advisory Committee - **Pages 6 to 37**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 38**
2. Voyageurs Canada 1992

2-14-1951
A-12
1951

REPORT ON THE PROGRESS OF THE
RESEARCH WORK DURING THE
YEAR 1951

CONTENTS

ABBREVIATIONS AND LIST OF SYMBOLS

1. Report on the progress of the work during the year 1951
2. Summary of the work done during the year 1951

1. INTRODUCTION

1.1. Report on the progress of the work during the year 1951
1.2. Summary of the work done during the year 1951

2. Report on the progress of the work during the year 1951

3. Report on the progress of the work during the year 1951

4. Report on the progress of the work during the year 1951

REFERENCES

APPENDICES

1. Appendix A: Report on the progress of the work during the year 1951

2. Appendix B: Report on the progress of the work during the year 1951

Board of Education,
Hamilton, Ontario,
1992 06 04.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

RE: CAFETERIA OPERATIONS AT ELEVEN COMPOSITE
SCHOOLS AND EDUCATION CENTRE

Ladies and Gentlemen:

Proposals have been received from four companies to operate cafeterias at eleven composite schools and the Education Centre:

- (a) full kitchen facilities: Glendale, Hill Park, and Georges P. Vanier.
- (b) partial kitchen facilities (ie. off site food preparation): Barton, Sir Winston Churchill, Sir John A. MacDonald, Sir Allan MacNab, Scott Park, Sherwood, Westdale, Westmount and the Education Centre.

The terms of the agreement would be for three years with the option to renew for a further two years. Termination of this agreement requires 60 days written notification by the caterer or the Board.

The caterers were rated on the following criteria:

- (a) type of nutritional program and menu selection
 - nutritional program was reviewed by a public health nutritionist from the Regional Department of Public Health Services.
 - menu selection was recommended by the Food Policy Committee to be low in fat, limited in salt, and high in complex carbohydrates.

- 2 -

(b) prices of items to be sold

- range: increases to few or most items
or hold prices in first year.

(c) return on sales to the Board

- range: 3% to 5%

(d) bursaries to schools

(e) several other items including: a qualified dietician on staff who visits schools at least once a semester; input invited from staff and students; menu or price adjustments must be agreed to; and at least one member of the catering staff at G.P. Vanier School must be bilingual.

Based on the above criteria and the excellent references provided by other Boards presently using their services, our recommendation is to award the cafeteria operations to Restaunics Services Incorporated.

RECOMMENDATION:

That Restaunics Services Incorporated be awarded the Board's contract to operate cafeterias at eleven Composite Secondary schools and the Education Centre commencing September 1992 for three years, with the option to renew for a further two years, subject to prior approval by both parties.

Prepared by: D. Kelterborn,
Manager of Property and Insurance.

Submitted by: P. Shewfelt,
Superintendent of Finance and
Treasurer.

Approved by: K. Rielly,
Director of Education and Secretary.

Education Centre
100 Main Street West
Hamilton, Ontario
1992 06 04

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Driver Education Quotations - In-Car Portion

Quotations for the in-car portion for the Driver Education program were advertised with a closing date of May 22, 1992.

We received only one quote from Vera's Driving School at a cost of \$250.00 per student plus G.S.T. This is an increase of \$16.00 over last year's rate.

Vera's Driving School has operated the Driver Education Program (in-car) since 1983.

The attached appendix contains the number of courses, enrolment figures, and financial information for 1991-1992.

Recommendation:

That Vera's Driving School be authorized to provide in-car instruction for the Driver Education Program for the period 1992 09 03 to 1993 08 31, at no cost to the Board.

Prepared by: R. Leedale, Principal
Adult and Continuing Education

Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

Appendix

Courses

Enrolment

July 1991	19
September - November 1991	78
November - December 1991	54
January - March, 1992	49
March - May, 1992	71
May - June 1992	<u>70</u>
	341 students

Finances

Grant Income	\$21,667.20
Salaries (in-class)	<u>\$11,612.69</u>
Income in excess of expense	\$10,053.51

REPORT OF THE
TRANSPORTATION COMMITTEE

Present: Trustees M. Lowe (Chairman), Desmarais and Rodgerson.

Also

Present: Trustee Hicks.

Officials

Present: P. Shewfelt (Superintendent of Finance and Treasurer)
G. Rutledge (Controller)
S. Wilson (Transportation Officer)

The Committee recommends:

GENERAL

1. That the officials respond to the 1992 03 13 response from the Ministry of Education relative to the revised 1991 Transportation Grant outlining the concerns of the Board's Transportation Committee and that the members, through the officials, be kept updated on the progress of the Ministry's Transportation Policy Review Committee.

2. That the officials send a memorandum to all school principals reminding them of the Board's procedures regarding school trips, emphasizing that all bus operators utilized for school trips must meet the Board's requirements.

Respectfully submitted,

M. LOWE,
Chairman

Committee Room,
1992 05 25

REPORT OF THE
COMMISSIONER OF THE
BUREAU OF LAND MANAGEMENT

1907

1907

1. The Commission of the	1. The Commission of the
2. The Commission of the	2. The Commission of the
3. The Commission of the	3. The Commission of the
4. The Commission of the	4. The Commission of the
5. The Commission of the	5. The Commission of the
6. The Commission of the	6. The Commission of the
7. The Commission of the	7. The Commission of the
8. The Commission of the	8. The Commission of the
9. The Commission of the	9. The Commission of the
10. The Commission of the	10. The Commission of the

REPORT

The Commission of the Bureau of Land Management, created by the Act of March 3, 1879, and continued by subsequent Acts, has the honor to report to the Senate and House of Representatives on the work of the Bureau during the year 1907.

The Commission of the Bureau of Land Management, created by the Act of March 3, 1879, and continued by subsequent Acts, has the honor to report to the Senate and House of Representatives on the work of the Bureau during the year 1907.

The Commission of the Bureau of Land Management, created by the Act of March 3, 1879, and continued by subsequent Acts, has the honor to report to the Senate and House of Representatives on the work of the Bureau during the year 1907.

The Commission of the Bureau of Land Management, created by the Act of March 3, 1879, and continued by subsequent Acts, has the honor to report to the Senate and House of Representatives on the work of the Bureau during the year 1907.

The Commission of the Bureau of Land Management, created by the Act of March 3, 1879, and continued by subsequent Acts, has the honor to report to the Senate and House of Representatives on the work of the Bureau during the year 1907.

Commissioner of the
Bureau of Land Management

**REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE**

Present: F. Oommen (Chairman); Trustees Bishop, Patenaude and Stewart; Mesdames Dennis, Krueger, Trott and Riis-Culver; Mr. Adamson.

Also Present: A. Mutart (Hamilton Teachers' Federation)
Lisa Yanch (Home and School Association)
Susan Ham, Speech & Language Pathologist
Doreen Vella, Psychoeducational Consultant

Officials Present: E. Bond, Superintendent of Program
R. Adams, Co-ordinator of Special Education
L. Veerman, Budget Manager

The Committee recommends:

GENERAL

1. That the Report of the Officials on Special Education Funding be received for information.
2. That the Speech and Language Update be received for information.
3. That the Ninth Annual Review, Special Education Report be approved for submission to the Ministry.

Respectfully submitted,

F. OOMMEN,
Chairman

Lower Auditorium
1992 05 20

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

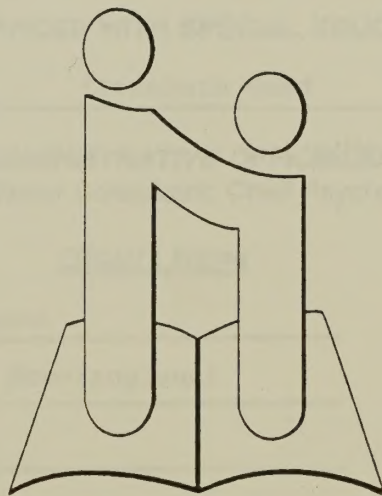
THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

*Provision of Special Education
Programs and Services*



**THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON**

Ninth Annual Review

1991-1992

Table of Contents

Part I

1. Special Education Board Profile

Page
1-4

Part II

- | | | |
|----|--|-----|
| 1. | Review Process | 5 |
| 2. | The Next Step | 5-6 |
| 3. | Board Approval of the Annual Review Process | 7 |
| 4. | Statement re: Ammendments | 7 |
| 5. | <u>Summary</u> | 7 |
| 6. | <u>Appendix</u> | |
| | The Report of the Special Education Action Teams | 8 |

SPECIAL EDUCATION BOARD PROFILE 1992

DATE OF SUMMARY _____

In order to facilitate and enhance our ability to liaise with School Boards in the Central Ontario Region we are requesting that you complete this **ANNUAL UPDATE** of current Board information for the current school year (1992-1993).
PLEASE SUBMIT THIS AS A PART OF THE REPORT TO THE MINISTER.

1. **BOARD:** Hamilton Public **SECTION:** Central Ontario

SUPERVISORY OFFICER WITH SPECIAL EDUCATION RESPONSIBILITY:

Elizabeth Bond

2. **OTHER SENIOR ADMINISTRATIVE OFFICIALS WITH SPECIAL EDUCATION RESPONSIBILITIES:**
(e.g. Coordinator; Senior Consultant; Chief Psychologist; Seconded Principal)

<u>Official's Name</u>	<u>Title</u>
<u>Robert Adams</u>	<u>Co-ordinator</u>
<u>Dr. Marie Bountrogianni</u>	<u>Chief Psychologist</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>

3. **NON-EDUCATION SUPPORT STAFF:**

Indicate [X] if the board employs the following:

	<u>On Contract</u>	<u>Per Diem</u>
Social Worker(s)	[x]	[]
Child Care Worker(s)	[]	[]
Psychiatrist(s)	[]	[]
Psychologist(s)	[x]	[]
Psychometrist(s)	[x]	[]
Health Care Attendant(s)	[]	[]

Physio/Ocupational
Therapist(s)

[] []

Speech Pathologist(s)

[x] []

Others (list)

[] []

[] []

Classroom/Teacher Assistants (Indicate [X] for each type of assignment used.)
assigned to: School [x] Classroom [x] Individuals [x] Special task []

Notes: Individual educational assistants are assigned by the Superintendent
in consultation with school administration.

4. **ALTERNATIVE EDUCATIONAL PROGRAMS AND SERVICES PROVIDED BY THE BOARD FOR DEAF, BLIND AND DEAF-BLIND EXCEPTIONAL PUPILS (IN ACCORDANCE WITH MEMORANDUM 76C)**

Indicate [X] below where the board provides a program or service funded fully, or in part by grants in accordance with Memorandum 76C.

Deaf (special classes) - pre-school [x] elementary [x] secondary []

Deaf (resource/itinerant) - pre-school [] elementary [] secondary []

Interpreter(s) - elementary [] secondary [x]

Blind (special classes) - elementary [] secondary []

Blind (resource/itinerant) - elementary [x] secondary [x]

Orientation & Mobility Instruction - elementary [] secondary []

Transcriber(s) - elementary [] secondary []

Deaf/Blind - Intervenor(s) - elementary [x] secondary []

SPECIAL EDUCATION BOARD PROFILE

5. **DELIVERY MODEL:**

Indicate [X] if the board provides the placement option. Indicate [XX] for the predominant option.

	Exceptionality Area	Support in Regular Class	Resource Withdrawal	Special Class Part-time	Special Class Full-time	Special School
Intellectual	Intellectually Gifted	X	X	X	XX	
	Intellectual Disability (currently E.R.)	X	X	XX	X	
	Developmental Disability (currently T.R.)	X	X	X	XX	
Communication	Learning Disability	X	X	XX	X	
	Speech/ Language	X	X	X	XX	
	Deaf/Hard of Hearing	X	X	XX	X	
Physical	Physical Disability	X	X	XX	X	
	Blind/Vis. Impaired	X	X			
Other	Multiple Disability	X	X	X	XX	
	Non-category					

6. **EDUCATION PROGRAMS IN CARE, TREATMENT AND CORRECTIONAL FACILITIES (SEC. 27):**Administrator ResponsibleTitle

Elizabeth Bond

Superintendent of Program

a) Indicate number of programs: Total [15] b) Number of facilities: [13]

Care/Treatment programs [10] Custody/Corrections programs [5]

c) Indicate number of personnel employed by Board:

Teachers [22]

Teacher Assistants []

Liaison Staff (if applicable) [1]

SPECIAL EDUCATION BOARD PROFILE

7. IPRC STRUCTURE - (Indicate [x] if the board has:

System Wide [x]

(Jurisdiction/Role)

Autistic, Physically Impaired, Visually Impaired,

Trainable Retarded, Multiple (Assessment)

Area [x]

(Jurisdiction/Role)

Specific Learning Disabilities, General Learning Disabilities (E.R.

Speech & Language Improvement, Behavioural, Gifted

School [x]

(Jurisdiction/Role)

Annual Reviews - except when changing exceptionality,

non-exceptional and self-contained placement

Notes:

8. PROGRAMS/INNOVATIONS OF NOTE:

Augmentative Communication Program including a teacher

and educational assistant. Secondary Gifted Program at

Delta Secondary School.

9. SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC):

Supervisory Officer Assigned Elizabeth Bond

Chair Frances Oommen

(Trustee?) Y (N)

Parent Organizations Represented

Ontario Society of Autistic Citizens

Hamilton and District Parents of
Disabled Children

Hamilton Council for Home & School

Downs Syndrome Association

Association for Bright Children

Learning Disabilities Association

Hamilton Assoc. for Community Living

About FACE

C.N.I.B. (Other)

Home Care (Hamilton-Wentworth)

Ontario Psychological Association

Hamilton-Wentworth Communication

Collective - Chedoke McMaster

Supervisory Officer: Name Elizabeth Bond

Signature

Part II

1. Review Process

The system Review of Special Services was completed in December of 1991. This Review took place within the broader context of program issues. In keeping with the Program Department's philosophy and mission statement, curriculum will continue to be written and implemented to include all students.

The official Review included input from Trustees, Superintendents, Supervisors, Co-ordinators, Consultants, Psychologists, Speech and Language Pathologists, Social Workers, Adjustment Consultants, Federation Representation, Representatives of Principals and Vice Principals Association, S.E.A.C. Representatives, Home and School Association Representatives, Ministry of Education and Community expertise.

A series of evening and day workshops were held in order to obtain the necessary information. Following the input sessions, writing teams prepared working papers and vetted the contents through the initial input groups. Following this, the revised papers were vetted further through appropriate stakeholders in the system and community.

In March 1991 a Directors Paper was approved by the Development Committee of the Board which resulted in the formation of six Action Teams to address the Special Education issues. The complete process and recommendations of the Directors Paper was included in the Eighth Annual Review of the Hamilton Board's Provision of Special Education programs and Special Education Services, 1990-1991.

Following the acceptance by the Board of the Directors Paper, a writing team of three representing the Special Education Core team pulled together The Report of the Special Education Action Teams which was subsequently vetted through the appropriate stakeholder groups, revised and received for information by the Development Committee in March 1992. The report was then presented to S.E.A.C. where recommended changes were included to be presented to the Development Committee for approval in April of 1992.

The approved Report of the Special Education Action Teams by the elected officials and S.E.A.C. is included in this Review and follows through with the process that was initiated in 1990-10-04.

2. The Next Step

Following the approval of the Special Education Action Team Report, a process will be established to set in motion the fifteen recommendations in the report. It is expected that the implementations of these interrelated recommendations will form the basis of the more comprehensive review for 1993 and beyond as required by the Ministry of Education.

PROGRAM DEPARTMENT DOWNSIZING

AREA TEAMS

LRT - Gifted

4 Positions deleted

Adjustment Consultant

Retirement

System and Area Redeployment

Present

JK/SK Consultant

Prim/Jr Co-ordinator

Middle School Spec. Assign.

LRT - Gifted

Speech Pathologist

Approved

Early Years Co-ordinator

Formative Years Co-ordinator

Transition Years Co-ordinator

Special Assignment - Gifted

Program Leader- Speech & Lang.
Services

3 Board Approval of the Annual Review Process

4 Statement re: Ammendments

- See attachment - Program Department Downsizing

5 Summary

6 Appendix

1. General Information

Name:

Age:

Address:

2. Personal History

How long have you been in the country?

When did you arrive?

Where did you live?

What is your occupation?

What is your education?

What is your religion?

What is your political opinion?

What is your health?

What is your family size?

What is your income?

What is your social status?

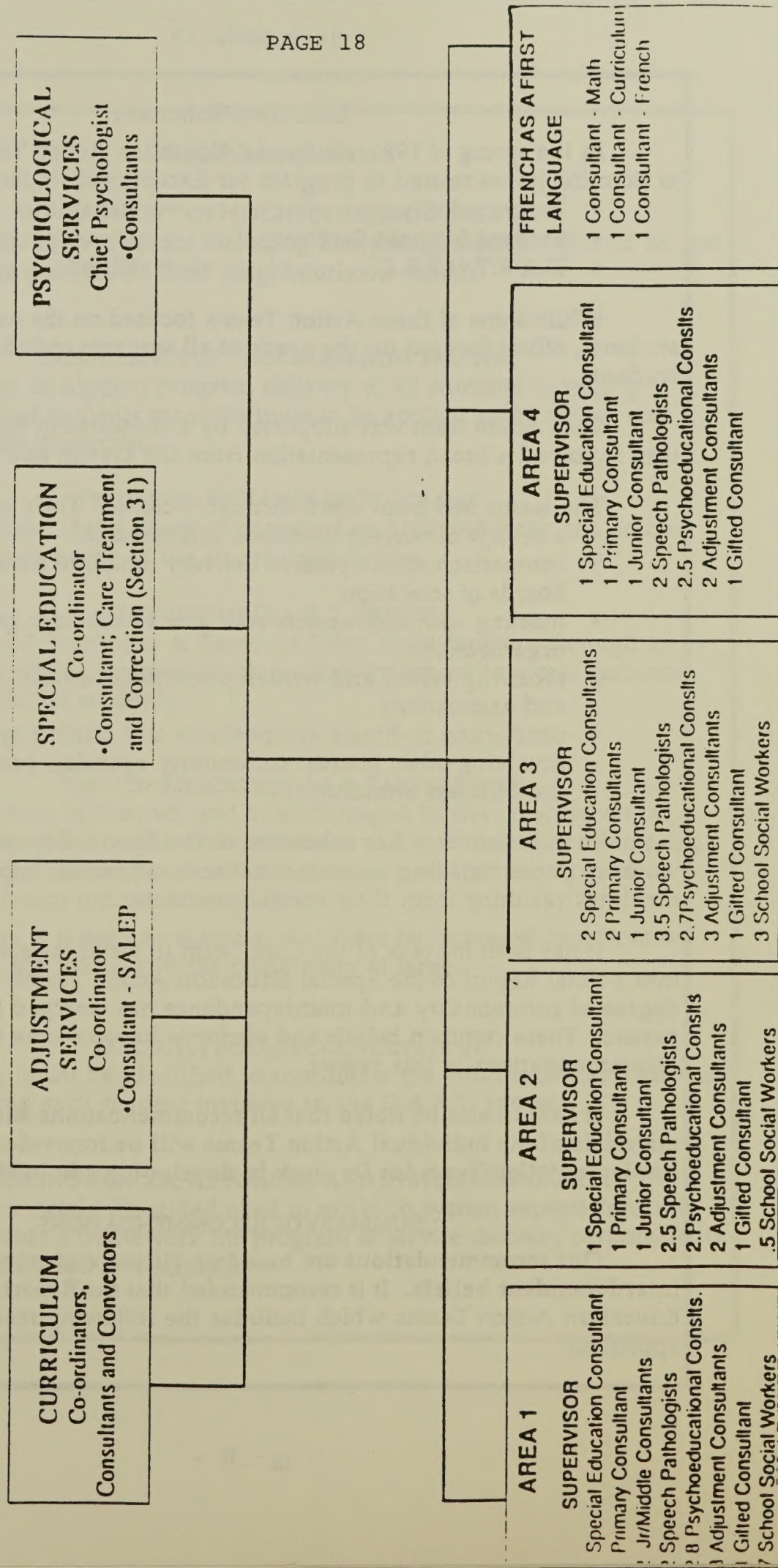
3. Signature

THE REPORT OF THE SPECIAL EDUCATION ACTION TEAMS

C O N T E N T S

	Pages
Existing Delivery of Program Through System and Area Program Support	i
Executive Summary	ii
Recommendations Based on Common Beliefs	iii - iv
Background Information Pertaining to Each Recommendation	1 - 15
Glossary of the Key Terms Included in the Recommendations	Appendix A

Delivery of Program Through System and Area Program Support Staff



EXECUTIVE SUMMARY

In the spring of 1991, six Special Education Action Teams were formed to examine issues related to program for Exceptional students

- Program Delivery
- Student Support Services
- D.A.R.T./I.P.R.C.
- Behaviour
- Developmentally Challenged
- Gifted

While some of these Action Teams focused on the needs of Exceptional students, others focused on the needs of all students including Exceptional students.

Each action team was supported by a consultation team and together they involved a broad representation from the system and the community.

The teams met from April through October. Their work included:

- a review of current literature and research
- comparison of the present delivery model to a number of boards of education
- meeting with appropriate staff and stakeholder groups within the organization
- receiving verbal and written presentations from outside agencies and associations
- conducting in-house symposiums and hosting symposiums involving other boards, community agencies, parent groups and the business community.

Each action team has submitted to the Special Education Core Team a working paper detailing recommendations, rationales, implications and timelines resulting from their specific mandate.

It has been the task of the Core Team to blend the six working papers into a Final Report of the Special Education Action Teams. A significant degree of commonality and interdependence has emerged from the working papers. These common beliefs and elements have become the policy recommendations of this report.

It should also be noted that all recommendations and support materials of the individual Action Teams will be forwarded to the Implementation Team for its work in developing administrative procedures.

SUMMARY OF RECOMMENDATIONS

Our recommendations are based on fifteen common and interdependent beliefs. It is recommended that the Report of the Special Education Action Teams which includes the following recommendations be approved.

RECOMMENDATIONS

- 1) **CONCEPT OF NEIGHBOURHOOD SCHOOL**
The needs of all students including Exceptional students should be met wherever possible in their neighbourhood school.
- 2) **IMPORTANCE OF THE CLASSROOM TEACHER**
Resources to support program delivery to all students including Exceptional students must continue to be applied at the school and within the classroom.
- 3) **PROVISION OF RANGE OF PROGRAMS**
It is essential that a range of programs be provided given the unique and varying needs of the student population.
- 4) **CONCEPT OF D.A.R.T. PROCESS**
The school Diagnostic & Resource Team must function through a problem solving process which enables the school to access resources for individual students.
- 5) **VIEW OF EDUCATION AS A PARTNERSHIP**
Parents must be viewed, and be encouraged to view themselves, as contributing and worthwhile members of the school team attempting to provide the best possible level of service and communication on behalf of each individual student.
Moreover, it is seen as essential that there be increased coordination between the school and the community at large.
- 6) **D.A.R.T. PROCESS COORDINATION**
A person must be identified to coordinate the information and services concerning each student involved in the D.A.R.T. process.
- 7) **BALANCING SCHOOL AUTONOMY AND SYSTEM UNIFORMITY**
There is a clearly identified need to establish system expectations that will provide a framework for program & service delivery responsibility within the areas and schools.

- 8) **PROVISION OF COORDINATING FUNCTIONS**
There is a need to coordinate the special education and services functions at the system level with the special education and services functions at the area and school levels.
- 9) **IMPORTANCE OF THE STUDENTS' SOCIAL-EMOTIONAL NEEDS**
Social emotional needs for all students, including Exceptional students, must be addressed through curriculum review, development and implementation.
- 10) **IMPORTANCE OF A CUMULATIVE RECORD OF STUDENT INFORMATION**
A cumulative profile of student information will be compiled through the effective tracking of interventions and student strengths and needs.
- 11) **REVIEW OF ASSESSMENT PROCESSES**
A review of our existing assessment processes within the full range of Exceptionalities must be conducted.
- 12) **NECESSITY OF REDEFINING ROLES AND FUNCTIONS**
A clear definition of the roles and functions of support staff must be developed as a result of the restructuring of program delivery.
- 13) **IMPORTANCE OF STAFF DEVELOPMENT**
Staff development and inservice must be a priority to support the restructuring of program delivery.
- 14) **IMPORTANCE OF PROGRAM ACCOUNTABILITY**
An evaluative process within the framework of program accountability must be developed to ensure improved student learning outcomes.
- 15) **NECESSITY OF EFFECTIVE COMMUNICATION**
As a system we must undertake an active role to increase school and community awareness and understanding of this philosophy and these belief statements.

CONCEPT OF NEIGHBOURHOOD SCHOOL

- 1) The needs of all students including Exceptional students should be met wherever possible in their neighbourhood school.

Rationale:

This allows students to remain in their own community in order to establish an identity and social relationships with other students. Students transported outside their neighbourhood school area can experience social isolation in their community. Societal trends, research, parent and advocacy groups and recent political decisions strongly support the neighbourhood school concept.

Implications:

- In order for the neighbourhood school to fulfill this mandate the Consultative-Collaborative Model to problem solving must be used.

Components of the Consultative-Collaborative Model include the following:

- i) ~~use of descriptions of needs to reduce labelling of students~~ - change to:
- ii) an indirect service bias
- iii) heightened use of systemic intervention
- iv) professional development at all levels
- v) a pivotal role of the in-school resource teacher
- vi) sufficient resources to provide support to the classroom teacher
- vii) increased home-school partnership in problem solving
- viii) increased use of data and curriculum-based assessments
- ix) in-school resource group-Principal/Vice-Principal, L.R.T., G.L.R.T., Teacher, Parent:
- x) community resources where applicable.

- An acceptance of responsibility for each student by the student's neighbourhood school. Linkages will be maintained and the goal for students in System or Area self-contained classes will be to return to the neighbourhood school. add: , if this is in the best interest of the student.
- When resources are provided within the neighbourhood school to support the classroom teacher, then a reduction in the number of self-contained classes should occur. The redeployment of staff (Teachers & Educational Assistants) through reduction of self-contained classes to ensure sufficient resources can occur. Parents must be involved in the consultation process through the Annual I.P.R.C Review before student placement from self-contained to regular class occur.

Cost Implications:

Inservice within existing time and resources to inservice all staff on the Consultative-Collaborative Model and the roles and responsibilities involved.

Cost savings - Transportation - Once

Timelines:

Begin Implementation 1992-93 school year.

IMPORTANCE OF THE CLASSROOM TEACHER

- 2) **Resources to support program delivery to all students including Exceptional students must continue to be applied at the school and within the classroom.**

Rationale:

Research indicates that assistance provided for learning disabled students in an integrated setting is more effective than assistance provided in isolation (withdrawal).

The classroom teacher supported by appropriate resources is clearly the prime deliverer of program to students. In order for this to be accomplished it is critical that resources be applied at the school and in the classroom.

Implications:

- There will be a shift away from withdrawal and emphasis on program integration within the classroom. When students are withdrawn there should be coordination between the withdrawal program and the regular classroom program.
- Professional resource support will continue to be required at the classroom level.
- Teachers will use the D.A.R.T. for consultation concerning program modification and teaching/learning strategies for all students with special needs.

Cost Implications:

Redeployment of existing staff and cooperation with local Agencies and Ministries.

Timelines:

Begin Implementation 1992-93 school year.

PROVISION OF RANGE OF PROGRAMS

- 3) It is essential that a range of programs be provided given the unique and varying needs of the student population.

Rationale:

A wide range of needs requires a range of programs and services for all students. There must continue to be appropriate opportunities, from total integration to self-contained programs, within this continuum of services from J.K. - Grade 12/O.A.C.

At all levels the program emphasis should be on integrating students wherever and whenever possible. Schools should endeavour to provide comprehensive programs aimed at long term goals.

Implications:

- Each Area should have a full complement of self-contained programs (G.L.D., S.L.D., Gifted, Speech/Language, Behaviour).
- All schools to have access to system programs (Orthopaedic, Vision, Hearing Impaired, Developmentally Challenged, Multiple, Autistic, Assessment).
- Support staff in each Area will require specialized training in Gifted, Behaviour and Developmentally Challenged programming.

add: . A review be undertaken on the deployment of resources in the Secondary School level.

Cost Implications:

Corresponding savings to be noted in reduced number of self-contained classes thus teachers and E.A.'s will be available for redeployment. There will be a corresponding reduction in transportation costs.

Timelines:

Begin Implementation 1992-93 school year.

CONCEPT OF D.A.R.T. PROCESS

- 4) The school Diagnostic & Resource Team must function through a problem solving process which enables the school to access resources for individual students.

Rationale:

The D.A.R.T. must be available to all students, including Exceptional students. The D.A.R.T. process must address student needs in terms of program recommendations and program verification.

Implications:

- This process should include:
 - i) parental involvement when individual student is presented
 - ii) student involvement where appropriate
 - iii) accurate records indicating recommended strategies, evaluation components, and review dates
 - iv) submission of a D.A.R.T. plan to the Superintendent of Schools consistent with the guiding principles outlined in "D.A.R.T. - the Team Problem Solving Process"
 - v) staff development relative to the implementation of the D.A.R.T.
 - vi) identification of inservice needs for staff
 - vii) identification of a case manager.
- This is not to suggest that each school will have an identical D.A.R.T. process, rather it is an adherence to the concept that certain elements are critical regardless of the size and nature of the school if the D.A.R.T. process is to be effective.
- Forms need to be standardized.
D.A.R.T. documentation needs to be specific, accurate and available.
The comfort level of parents at D.A.R.T. meetings needs to be addressed as well as sensitivity to use of educational language. Parents should be able to request a D.A.R.T.
- Community involvement at all levels of D.A.R.T. meetings is to be encouraged.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

VIEW OF EDUCATION AS A PARTNERSHIP

- 5) Parents must be viewed, and be encouraged to view themselves, as contributing and worthwhile members of the school team attempting to provide the best possible level of service and communication on behalf of each individual student.

Moreover, it is seen as essential that there be increased coordination between the school and the community at large.

Rationale:

Parents of students from J.K. - Grade 12/O.A.C. should be encouraged to share valuable information as equal members in the team approach to problem-solving. As partners in the development of an optimum program for their child they will gain insights into rationale behind the individual educational plan & more fully support its implementation and evaluation.

Because of increasing societal changes, community services should be approached to access the neighbourhood school to provide service beyond normal school hours.

This linkage would facilitate cooperative problem solving of behavioural issues in the neighbourhood school.

Research has shown that home involvement in behaviour management can contribute significantly to successful outcomes.

Implications:

- Parents should be involved from earliest stages of need and be made aware of the importance of their role in their child's development.
- A public relations brochure should be updated and distributed for the community highlighting Special Services and Programs offered by the Hamilton Board of Education. It should include D.A.R.T. and I.P.R.C. information. Video format should also be developed and available in a variety of languages.

add: and S.E.A.C

Timelines:

Fall, 1992 & Spring, 1993.

- The principal should strive to obtain translators/interpreters for non-English speaking parents from a centrally coordinated pool of qualified personnel.
- A less intimidating atmosphere should be created for parents and staff by having IPRC meetings held in the home school setting, where possible and appropriate.
- Community programs should be encouraged to access neighbourhood schools.
- A process for linkage between schools and other community agencies and resources (businesses, industries, post-secondary institutions) needs to be developed. This includes use of a city wide integrated data base and appropriate research.

Timelines:

add: system and

Phase II of Integrated Student Information Plan.

Cost Implications:

Development and production of parent brochures. To be taken from 1992 budget allocation.

D.A.R.T. PROCESS COORDINATION

- 6) A person must be identified to coordinate the information and services concerning each student involved in the D.A.R.T. process.

Rationale:

A person in the most strategic position to coordinate services and information concerning a student should be identified when a student is first presented to a D.A.R.T. This person would have responsibility to coordinate, to communicate on an ongoing basis, to facilitate tracking and to advocate on behalf of the student.

This is intended to avoid duplication of effort both within our system and the community at large. The person designated need not, in all circumstances, be school or board personnel.

Implications:

- The principal/vice-principal would play a key role ensuring equitable and manageable case loads for coordination of the D.A.R.T. process and information.
- The concept of team between home, school & community should be enhanced.
- The designated person will manage transitions from:
 - i) home or daycare to kindergarten
 - ii) junior to middle school
 - iii) middle school to secondary school
 - iv) secondary to post secondary
 - v) secondary to community
- The appointment of a designated person at each transition time should take place through the D.A.R.T./I.P.R.C. process.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

BALANCING SCHOOL AUTONOMY AND SYSTEM UNIFORMITY

- 7) **There is a clearly identified need to establish system expectations that will provide a framework for program & service delivery responsibility within the areas and schools.**

Rationale:

Schools and areas have different needs. Schools and areas therefore must have the flexibility to address these needs within a framework of standards and expectations for program, resources, tracking and procedures that would provide equity across the system.

Implications:

- Standardize forms, terminology and procedures at the elementary and secondary level for:
 - i) D.A.R.T.'s
 - ii) I.P.R.C.'s
 - iii) I.P.P.'s
 - iv) Annual Reviews
- Transitions based on transfers or promotions of exceptional pupils must be attended to by the sending school which should initiate contact with the receiving school to share information and recommendations. A new person may need to be designated to coordinate the D.A.R.T. process at this time.
- Every school plan should include procedures for program modification & accountability which reflect individual needs and characteristics of students. As well, a behaviour management component should be included which addresses both proactive and reactive measures.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

PROVISION OF COORDINATING FUNCTIONS

- 8) There is a need to coordinate the special education and services functions at the system level with the special education and services functions at the area and school levels.

Rationale:

A coordinating function which ensures system equity and supports area deployment of resources (human, material and plant) should be developed and implemented.

The unique needs of schools and areas must be acknowledged and addressed. Equitable distribution of resources based upon need must be ensured.

Implications:

- Re-organization within the Program Department and area teams to ensure balance and equity and to coordinate, support and develop plans ~~for~~ delete "for" and change to:
 - i) gifted education
 - ii) developmentally challenged
 - iii) a behaviour management policy
 - iv) system I.P.R.C.'s
 - v) a linkage with the various community services to pursue an integrated service model where the school is the hub.to include:

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

IMPORTANCE OF THE STUDENTS' SOCIAL-EMOTIONAL NEEDS

- 9) Social emotional needs for all students, including Exceptional students, must be addressed through curriculum review, development and implementation.

Rationale:

In addition to the cognitive and effective domains, there is a clear recognition that the social emotional needs of students must be viewed as a significant priority. In so doing, it is recognized that curriculum for all youngsters, including special needs students, is not simply a matter of what is to be taught, but also how it is to be taught.

Implications:

- Teaching methods must be geared to all learning styles. As new curricula are developed strategies which address different learning styles must be included.
- Program modification is most effectively developed by a team. Program modification must be developed, implemented and evaluated using the Consultative-Collaborative Model.
- Design teams should integrate social skills and problem-solving skills into the curriculum.
- School teams should address and provide support for behaviour management in the classroom.
- A curriculum for the Senior Developmentally Challenged must be developed.

The following elements must be included in the curriculum:

- i) use of community and school environments.
- ii) the provision for out-of-school learning experiences will facilitate students' eventual transition from school to life in the community. (Planning For Independence)
- iii) a planned emphasis on arts, leisure time activities, physical fitness and human sexuality. (Planning For Independence)
- iv) a review of current Peer-Tutoring programs with the development of guidelines and policies that will ensure quality and consistency.

Cost Implications:

To be accomplished within existing resources.

Timelines:

To be reflected in 3 year C.R.D.I. Program Plan

IMPORTANCE OF A CUMULATIVE PROFILE OF STUDENT INFORMATION

- 10) A cumulative profile of student information will be compiled through the effective tracking of interventions and student strengths and needs.

Rationale:

There is a need to build on the already well founded Early Identification Process. Teacher and parent observation and the effective use of the D.A.R.T. process is critical within this framework. The development of a cumulative record of student information as part of this process is essential in effective programming particularly for special needs students.

Implications:

The early identification of student needs and the effective tracking of students in an accurate and concise manner can be accomplished without unnecessary or premature labelling or without additional and onerous documentation.

Attention must be paid to consistent practices in the accumulation and compilation of information including early identification records, report cards, D.A.R.T. records, pertinent I.P.R.C. information and other O.S.R. documentation file information.

Report cards must include strengths and needs. Successful strategies which have been employed to address specific needs should be identified. The format of the existing report card and needs of staff for inservice on observation, assessment and report card writing needs to be reviewed.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

REVIEW OF ASSESSMENT PROCESSES

- 11) A review of our existing assessment processes within the full range of Exceptionalities must be conducted.

Rationale:

Given the emphasis related to developing a cumulative record of information for the individual student, it is viewed that there will be a need to review our existing assessment methods.

To maintain equity in identification and placement in a decentralized System, consistent criteria and procedures are required.

It is recognized that there may be strong cultural and socio-economic biases in some of the standardized tests presently used.

There is little consistency in the materials and procedures presently being used to assess Developmentally Challenged students relative to programming needs.

Implications:

Criteria for Identification must be reviewed and a standardized Identification Placement Policy for the System be developed. This will be done within the framework of the Ministry of Education Consultation Paper soon to be released.

A work group must be established to examine and re-evaluate the screening tools, tests, timelines and personnel presently involved in identifying Gifted students, to provide a wider range of data for analysis and to expand the base for referrals.

Through the Program Department and specifically Psychological Services appropriate identification procedures and assessment tools be evaluated, recommended and approved for the Developmentally Challenged.

There may be a need to consider a system or area Special Education Assessment Centre for students as part of the restructuring of program delivery.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

NECESSITY OF REDEFINING ROLES AND FUNCTIONS

- 12) A clear definition of the roles and functions of support staff must be developed as a result of the restructuring of program delivery.

Rationale:

The restructuring of program delivery will by necessity result in a shift, refocusing and redefining of the functions of the resource support staff. This is not to suggest that the existing function or the people who fill them are not effective; rather, it is impossible to renew and restructure the curriculum and delivery process without consideration of the resource/support functions. Further, if it is deemed that the most effective delivery model involves the classroom teacher supported by a multi-disciplinary team of resource support staff, then it is essential that an examination of these functions be undertaken. In this context, it will be necessary to clearly define the functions of resource support staff.

Implications:

- Terminology and functions be revised, consistent with the Consultative-Collaborative Model.
- The in-school function of resource teacher be redefined in conjunction with the Consultative-Collaborative Model.
- The function of the classroom teacher needs to be defined in terms of the Consultative-Collaborative Model.
- The function of the school administrators needs to be defined in terms of the Consultative-Collaborative Model.
- Possible impact on collective agreements and therefore for consultation and negotiation with Federations.
- The redeployment of personnel is necessary to increase the resource personnel in the school.
- SALEP must be reviewed in order to be better tied to the concept of school/area based delivery.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

IMPORTANCE OF STAFF DEVELOPMENT

- 13) Staff development and inservice must be a priority to support the restructuring of program delivery.

Rationale:

In order for all of this to be accomplished, it will be absolutely critical that a strong commitment to Staff Development and inservice be established as a priority. Virtually all of the desired elements cannot be achieved without a system-wide commitment to the importance of teacher and professional support staff training and retraining.

Implications:

- All educational staff will need to be inserviced on the Consultative-Collaborative Model.
- Inservice will be necessary to provide for an effective D.A.R.T./I.P.R.C. process as well as for consistency across the system.
- Inservice must be provided for observation skills, program modification, delivery of program, evaluation, report card writing.
- Inservice must be provided for all staff on current behavioural management practices.
- In-school resource teachers will need ongoing professional development related to strategies, processes and expectations to inservice the school staff.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

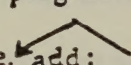
IMPORTANCE OF PROGRAM ACCOUNTABILITY

- 14) An evaluative process within the framework of program accountability must be developed to ensure improved student learning outcomes.

Rationale:

As with all other elements of Program Development and Implementation, there is a clear recognition for the need for increased accountability in all elements related to Special Education. In essence any intended shift, refocusing or restructuring must be accompanied by some form of evaluative process within the framework of program accountability.

Implications:

- Objectives, methods and measures need to be developed through collaboration with those managing and delivering each program. This includes Gifted, Junior and Senior Developmentally Challenged, and all other programs that require review.
- Measures need to have specific program implications.
- Results must be comprehensible.  add: and accountable.
- Program evaluation should not be seen as personnel evaluation.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

NECESSITY OF EFFECTIVE COMMUNICATION

- 15) As a system we must undertake an active role to increase school and community awareness and understanding of this philosophy and these belief statements.

add: (Recommendations 1 to 14
inclusive)

Rationale:

Effective communication is an integral component of all educational programs. Prompt and precise communication on an ongoing basis is necessary to enhance trust and teamwork in order to meet the individual needs of exceptional students. Such communication should demonstrate sensitivity and should focus on the needs of the student. Attention should be paid to clarity and comprehension. Jargon and acronyms should be used with discretion.

Implications:

- A public relations brochure should be updated and distributed for the community explaining and highlighting the Special Services and Programs offered by the Hamilton Board of Education including D.A.R.T. and I.P.R.C. information. Video format should also be developed and available in a variety of languages.
- A Special Education Manual should be prepared for schools and should include description of programs and administrative procedures.
- The role of the Public Relations Department should be to support school staff in their efforts to increase community awareness and understanding.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

**GLOSSARY OF KEY TERMS INCLUDED
IN THE RECOMMENDATIONS**

Consultative-Collaborative Model - A delivery model in which support is provided to the classroom teacher who works with all children in the regular classroom. The support for the classroom teacher is provided by the resource teacher(s)/team(s).

D.A.R.T. - Diagnostic And Resource Team which functions as an in-school problem-solving group that focuses on individual student needs by utilizing all available resources.

Direct Inschool Support - Resources both human and material will be applied at the school level with the focus on supporting the classroom teacher.

Exceptional Student - A student whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he/she is considered to need placement in a Special Education program by an I.P.R.C. committee.

I.P.R.C. - Identification, Placement and Review Committee.

I.P.P. - Individual Pupil Plan.

Indirect Service Bias - Provision of direct resource support services to the classroom teacher with consultation, shared planning and in-class assistance seen as preferable to withdrawal assistance.

Neighbourhood School - The school that the student would normally attend.

Systemic Intervention - Interventions that are designed to target whole classrooms or groups of students within classrooms.

Wherever Possible - Inclusive unless fiscally impracticable or all possibilities for success in the neighbourhood school have been exhausted.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1992 06 04

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

- (i) Adelaide Hoodless, Grade 7, Tobermory, 1992 06 22-24 (Monday to Wednesday)
- (ii) R. A. Riddell, Grade 7, Outdoor Education, Kilcoo Camp, Minden, 1992 09 15-18 (Tuesday to Friday)
- (iii) R. A. Riddell, Grades 6-7, Environmental Studies, Camp Wanakita, 1992 10 06-09 (Wednesday to Saturday)
- (iv) Barton, Grades 9-OAC, Outdoor Education, Algonquin Park, 1992 09 23-26 (Wednesday to Saturday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

UNITED STATES DEPARTMENT OF AGRICULTURE
BUREAU OF PLANT INDUSTRY

Division of Horticulture
Washington, D. C.
February 10, 1917

Mr. J. H. ...
...
The ...
...

Very truly yours,
Director, Division of Horticulture

Enclosed ...
...

...

...

...

Respectfully,
...

...

Director, Division of Horticulture
Washington, D. C.

...

...

...

A G E N D A
SPECIAL MEETING OF THE OPERATIONS MANAGEMENT COMMITTEE
1992 06 04

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re the Agreement relative to the City of Hamilton's construction of a Washroom/Shower Facility, Chedoke Pool - Chedoke School Property

NEW BUSINESS:

1. Report re Cafeteria Operations at Eleven Composite Schools and Education Centre - Pages 1 and 2
2. Report re Driver Education Quotations - In-Car Portion - Pages 3 and 4
3. Report of the Transportation Committee - Page 5
4. Report of the Special Education Advisory Committee - Pages 6 to 37

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. School Closure Policy
(tabled at 1992 06 03 Special Operations Management Committee meeting)

NEW BUSINESS:

1. Recommendations of the Director of Education - Pages 38 and 39
2. Voyageurs Canada 1992 - Pages 40 to 43

URBAN MUNICIPAL

JUN 15 1992

GOVERNMENT DOCUMENTS

THE HISTORY OF THE UNITED STATES

CHAPTER I

THE DISCOVERY OF AMERICA

1. The discovery of America is one of the most important events in the history of the world. It opened up a new world of discovery and exploration.

THE DISCOVERY OF AMERICA

2. The discovery of America was made by Christopher Columbus in 1492. He was an Italian explorer who sailed for Spain.

3. Columbus's voyage was the first of many that led to the discovery of the Americas. It was a time of great exploration and discovery.

4. The discovery of America was a great event in the history of the world. It opened up a new world of discovery and exploration.

5. The discovery of America was a great event in the history of the world. It opened up a new world of discovery and exploration.

THE DISCOVERY OF AMERICA

THE DISCOVERY OF AMERICA

6. The discovery of America was a great event in the history of the world. It opened up a new world of discovery and exploration.

THE DISCOVERY OF AMERICA

7. The discovery of America was a great event in the history of the world. It opened up a new world of discovery and exploration.

8. The discovery of America was a great event in the history of the world. It opened up a new world of discovery and exploration.

THE HISTORY OF THE UNITED STATES

CHAPTER I

THE HISTORY OF THE UNITED STATES

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

(b) That the following trip requests be added to clause (a):

(v) Cardinal Heights, Grade 7, Outdoor Education, Laurentian Lodge - Dorset, 1992 09 15 -18 (Tuesday to Friday)

(vi) Barton, OAC, National Leadership Conference, Louisville, Kentucky, U.S.A., 1992 06 21 - 27 (Sunday to Saturday)

(vii) Sherwood, Grades 10-OAC, Outdoor Education, Algonquin Park, 1992 09 23-26 (Wednesday to Saturday)

WILLIAM W. BENTLEY
1891-1971

1. For the following information, see the following pages:
2. William W. Bentley, 1891-1971, was a prominent figure in the
3. history of the city of St. Louis, Missouri.
4. He was born on [illegible] and died on [illegible].
5. He was a member of the [illegible] and the [illegible].
6. He was a [illegible] and a [illegible].
7. He was a [illegible] and a [illegible].
8. He was a [illegible] and a [illegible].

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1
1992 06 04

To the Chairman and Members,
Operations Management Committee,
Education Centre.

Ladies and Gentlemen:

Re: VOYAGEURS CANADA '92

On April 2, 1992, as part of the Federal Government's program to celebrate the 125th Anniversary of Confederation, the Secretary of State, Robert de Cotret and Chairman of Air Canada, Claude Taylor, announced the largest youth exchange program in Canadian history. It is called VOYAGEURS CANADA '92.

The purpose of this exchange program is to allow 37,000 young people from all regions in Canada to experience life in another part of the country.

It is aimed at the age group 16 to 21 years. Mr. Taylor said, "Our country's future lies with our young people. We want to give them the opportunity to appreciate the vastness, beauty and inherent strength of a united Canada".

The greatest number of the targeted age groups are in high schools or colleges and for this exchange concept to succeed, it will require the support and sponsorship of School Boards.

Air Canada will provide "free" transportation during off season travel times selected for the exchange. For every nine students a seat will be provided for an adult supervisor which will likely involve some teachers. All billeting and activities will be planned by the organizing committee.

Each federal riding may form an organizing committee to select up to 125 young people to travel to their twin riding for a one-week exchange.

Liability insurance has been arranged by the Secretary of State through SEVEC (Society for Educational Visits and Exchanges in Canada) as outlined in Appendix A.

Many companies and community organizations are providing financial support. There are many individuals who are volunteering their time to assist in planning. It is requested that the Board of Education contribute as a sponsor by allowing Hamilton schools to be involved and to contribute release time for those teachers who will be supervising school groups.

Recommendations:

1. **That the Hamilton Board of Education support the Voyager Canada '92 program:**
 - (a) **by permitting interested groups of students to participate in the exchange;**
 - (b) **by providing the necessary release time for a maximum of two teachers from each of the three Hamilton ridings to accompany the students, assist with the supervision and act as the liaison with the Hamilton Board of Education.**
2. **That the financial obligation of the Hamilton Board of Education for the Voyager Canada '92 program be restricted to the cost of a maximum of six occasional teachers required to replace the teacher supervisors for the exchange and that the occasional teacher cost be funded from the approved occasional teacher budget.**

Prepared by: R. Williamson, Vice-Principal, Sir Allan MacNab Secondary School

Submitted by: A. L. Stockwell, Associate Director of Education

Approved by: K. A. Rielly, Director of Education and Secretary

kd

attachments

**Campbell
& Moore**
INSURANCE BROKERS LIMITED

PAGE 41

APPENDIX A

Suite 555
220 Laurier Ave. W.
Ottawa, Ont. K1P 5Z9
213-9341

We've moved to →

355 - 1306 Wellington St.,
Ottawa, Ont. K1Y 3B2
Tel.: (613) 722-0555
Fax.: (613) 722-7947

APR 21 1992

April 15, 1992

M. Lionel Poirier
National Co-Ordinator
Voyageur Canada '92
% Sevec
200-57 Auriga Drive
Nepean, Ontario
K2E 8B2

Liability Insurance Program for SEVEC & "Voyageur" Exchange Program

Commercial General Liability (Guardian Insurance Company -
Policy #1908431) - Primary limit of \$1,000,000

Umbrella Liability (Guardian Insurance Company Policy #4148348)
Excess limit of \$9,000,000

Dear Mr. Poirier:

In response to a request from Michael Arbour at SEVEC, I'm forwarding this letter to hopefully illustrate to Regional Facilitators involved with the "Voyageur" Program the extent of liability protection the captioned policies afford.

The combination of primary and excess limits of \$10,000,000 is the aggregate amount the Insurers will pay in award costs because of Bodily Injury and/or Property Damage for which they are deemed legally liable. The aggregate amount applies over the period of one year.

In addition to the \$10,000,000 cited, the policy also extends to pay "unlimited" legal costs to defend any action brought against any of the named Insureds.

.... /2

Mr. Lionel Poirier

Page 2

April 15, 1992

The named insureds under these policies are - SEVEC, its directors and officers, employees, Co-ordinators, and volunteers and local organizing committees, Regional Facilitators, Co-ordinators and volunteers directly involved in the newly formed "Voyageur" program.

It should be pointed out at this stage, the amount of award payable is strictly for compensatory damages and does not include punitive (ie. fines) damages.

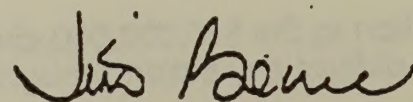
There are numerous extensions of cover also afforded under these two policies which I feel are too technical in scope to go into here. Suffice to say, the policies afford a broad scope of liability protection to all the aforementioned named insureds.

In general terms, the coverages apply to all persons, while acting within their capacity associated with SEVEC or the programs and will defend (or pay defence costs and awards) any suit where negligence can be attributed to an act committed by the particular individual or individuals. The operative word is "negligence".

Rather than cite possible examples of circumstances which might give rise to a suit, I would prefer to address any concerns the Regional Facilitators might have in conversation format. Please feel free to have them contact me by phone at (613) 722-0555.

Trust this serves its intended purpose.

Yours truly



James G. Bowles
Vice-President

JGB/am



HOUSE OF COMMONS
CANADA

CONSTITUENCY OFFICE
516 Concession St.
Hamilton, Ont.
L8V 1A6
(416) 574-3331
FAX (416) 574-4980

OTTAWA OFFICE
House of Commons
Ottawa, Ont.
K1A 0A6
(613) 995-9389
FAX (613) 992-7802

BETH PHINNEY
HAMILTON MOUNTAIN

OTTAWA, K1A 0A6
June 2, 1992

The School Trustees,
c/o Mr. Al Stockwell, Associate Director,
Board of Education
City of Hamilton
100 Main Street West
Hamilton, Ontario

Dear Mr. Stockwell,

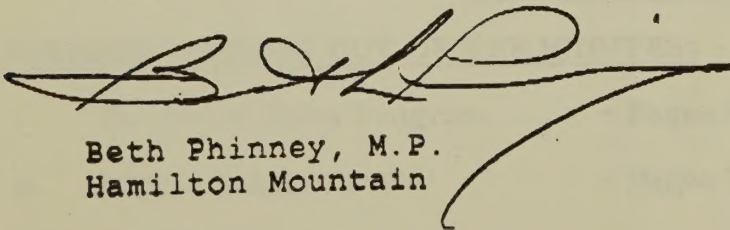
I would like to request, through you, that the School Trustees support the plan to replace teachers who will be participating in the Voyageurs 92 program this summer.

The Voyageurs 92 program is being enthusiastically supported by students in my riding of Hamilton Mountain; in fact, the response has been overwhelming, and we have a full complement of students and teacher/escorts for the program.

I am sure the young people of Hamilton Mountain will find the experience of visiting St. John's, Newfoundland to be a memorable one, and one which will help in their knowledge and understanding of another region of the country.

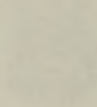
Thank you very much for your consideration of this request.

Yours sincerely,



Beth Phinney, M.P.
Hamilton Mountain

BP:ra



HOUSE OF REPRESENTATIVES

OFFICE

U.S. HOUSE OF REPRESENTATIVES

OFFICE OF THE CLERK
JAN 2, 1901

RECEIVED
JAN 2, 1901
U.S. HOUSE OF REPRESENTATIVES

THE HOUSE OF REPRESENTATIVES
AND MR. E. SCHMIDT, ASSISTANT CLERK
OFFICE OF THE CLERK
U.S. HOUSE OF REPRESENTATIVES
JAN 2, 1901

I have the honor to acknowledge the receipt of your letter of the 29th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, however, unable to state the result of their action at this time. I am, Sir, very respectfully,
Yours very truly,
E. Schmidt, Assistant Clerk

Very respectfully,

E. Schmidt, Assistant Clerk

A G E N D A
OPERATIONS MANAGEMENT COMMITTEE
1992 06 09

Confirmation of the minutes of the 1992 05 12 meeting

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re Presentation by Buchanan Park School - Environment/Naturalization Project - **Page 1**
2. Report of the Asbestos Response Program - **Pages 2 to 4**
3. Provincial Mathematics Review (Grades 8, 10 and 12) - **Pages 5 to 9**
4. Report from the Officials re Air Quality (Lloyd George, Dr. J. Edgar Davey and Ryerson Schools)
5. Site Based Management - Requested by Trustee Cunningham

NEW BUSINESS:

1. Recommendations of the Director of Education (Textbook Lists)
- **Page 10 plus separate yellow and blue packages**
2. Presentation by the Mother Goose Co-operative Pre-school Inc.
- **Please refer to separate document**
3. Request from City of Hamilton re Gourley Park Development/James MacDonald School
- **Pages 11 to 29**
4. Interim Financial Status Report, 1992 04 30 - **Pages 30 to 36**
5. Report re Modified Adult Basic Education - **Pages 37 to 39**
6. Transportation - Chedoke Middle School - Requested by Trustee Hicks
7. Budget Review Committee - Requested by Trustee Hicks
8. Policy - School Awareness re Ultra-violet Radiation - Requested by Trustee Orban

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Review of Delta Program - **Pages 40 to 69**
2. Middle School Review - **Pages 70 to 75**

NEW BUSINESS:

1. Request from North Central Community School Association and Doors of Friendship re Summer School Project

URBAN MUNICIPAL
JUN 10 1992
GOV. DOCUMENTS

APPENDIX
QUESTIONS AND ANSWERS
1962-63

Continuation of the report of the 1962-63 session

QUESTIONS

QUESTIONS ASKED BY THE MEMBERS

1. Inquiry from the members of the House of Representatives regarding the proposed amendments to the Constitution. - Page 1
2. Inquiry from the members of the House of Representatives regarding the proposed amendments to the Constitution. - Page 2
3. Inquiry from the members of the House of Representatives regarding the proposed amendments to the Constitution. - Page 3
4. Inquiry from the members of the House of Representatives regarding the proposed amendments to the Constitution. - Page 4
5. Inquiry from the members of the House of Representatives regarding the proposed amendments to the Constitution. - Page 5

ANSWERS

1. The members of the House of Representatives have been informed of the proposed amendments to the Constitution. - Page 1
2. The members of the House of Representatives have been informed of the proposed amendments to the Constitution. - Page 2
3. The members of the House of Representatives have been informed of the proposed amendments to the Constitution. - Page 3
4. The members of the House of Representatives have been informed of the proposed amendments to the Constitution. - Page 4
5. The members of the House of Representatives have been informed of the proposed amendments to the Constitution. - Page 5

QUESTIONS ASKED BY THE MEMBERS

QUESTIONS ASKED BY THE MEMBERS

1. Inquiry from the members of the House of Representatives regarding the proposed amendments to the Constitution. - Page 1
2. Inquiry from the members of the House of Representatives regarding the proposed amendments to the Constitution. - Page 2

ANSWERS

1. The members of the House of Representatives have been informed of the proposed amendments to the Constitution. - Page 1

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen::

Re: Buchanan Park Naturalization Environmental Project

Last month Mr. Leek, principal of Buchanan Park presented the Naturalization Environmental Project to this committee. This project meets with our Environmental Policy to support and promote practices and programs which are compatible with a healthier, less polluted, and sustainable environment.. Shell Canada, the City of Hamilton Parks Department, the Hamilton Board of Education, Buchanan Park community have worked to-gether to prepare a plan to transform a portion of the grounds at Buchanan Park school into a naturalized environment area.

Information regarding the following issues has been requested:

- (a) Cost of maintenance
- (b) Safety
- (c) Effect on neighbours
- (d) Effect on playground area at Buchanan Park school

Each of these issues will be addressed below:

- (a) Cost of - the area is a living classroom, cared for by students, staff, community
Maintenance- a community support group is in place now. This group will assist during summer months when school is out.
 - there will be managed succession as members leave
 - key staff will assume leadership roles
 - outside agencies, one being John Norris, Co-ordinator, Mountview Residence for Recreation Hamilton Incorporated, are interested in assisting on an on-going basis
- (b) Safety - the density of the plantings will permit good visibility into the area
 - planning area far enough back from the curved road so as not to present a hazard to children or motorists
 - the area is totally visible from the street
- (c) Neighbours - a public meeting was held for information, input and support
 - every neighbour was personally invited by the school to attend
 - neighbours feel this project will enhance their property
 - 100% support was given to the project at the public meeting
 - there have been no telephone calls expressing concerns
 - some felt this would serve as a catalyst for other neighbourhood projects
- (d) Playgrounds - the project is in front of the school. No playground space will be lost
 - students under supervision will use the area for instructional purposes throughout the year
 - further use of the area can evolve over time.

It is hoped that the above information has addressed any outstanding concerns regarding this project

Recommendation:

That the Naturalization Environmental Project at Buchanan Park be approved, at no cost to the Board.

Prepared by: John Leek, Principal, Buchanan Park School
Nancy Nicholls - Superintendent of Schools - Area 2
Submitted by: Nancy Nicholls - Superintendent of Schools - Area 2
Approved by: Keith Rielly - Director of Education and Secretary.

Education Centre
100 Main Street West
Hamilton, Ontario
1992 06 09

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Asbestos Management

On December 4, 1991, the Board approved the extension of the Board's Asbestos Response Team until the next review date of June 30, 1992.

Bulletin No. 41 from O.S.B.I.E. (Ontario School Boards Insurance Exchange) sets out criteria that school boards must be aware of in addressing the presence of asbestos within school buildings:

"Directors and officers of organizations and corporations can be held personally responsible for failure to ensure that proper risk management programs are in effect. The position of a school board trustee is certainly analogous to that of a director of an organization or corporation and is under express obligation to take all reasonable care."

The Board's Asbestos Management Plan was adopted by The Hamilton Board of Education April 23, 1990, and was subsequently submitted to and accepted by the Ministry of Labour. Existing regulations under the Occupational Health and Safety Act, Regulation 692 and amendments, and Asbestos on Construction Projects and in Buildings and Repair Operations, Regulation 654/85 require the Board to keep records and control asbestos exposure via its asbestos management plan.

In 1989, the Ministry of Labour issued over 132 orders to the Hamilton Board of Education concerning asbestos. As a result, on December 19, 1989, the Board, at the request of senior management, approved the creation of an Asbestos Response Team for a period of 18 months subject to review. The report of December 1991, which was approved by the Board, set out the long-term direction and strategy for the future management of asbestos in the system.

The Ministry of Education grant allocation of \$5.8 million from 1991 - 1997, includes identified capital asbestos projects. The status of the asbestos program as of June 4 1992, is shown as follows:

Estimate for Asbestos Repair and Removal as of January 1, 1992

<u>Location</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>
Ainslie Wood	100,000	1,200,000	1,200,000			
Delta	400,000	250,000				
Westmount				500,000		
* Unidentified Repair	450,000	300,000	300,000	250,000	250,000	250,000
Training & Supplies	10,000	10,000	10,000	10,000	10,000	10,000
Contingency & Inspection	100,000	100,000	100,000	100,000	100,000	100,000
TOTALS	1,060,000	1,860,000	1,610,000	860,000	360,000	360,000

Asbestos is present in 88 of 92 of our schools and in 14 additional properties owned by the Hamilton Board of Education. Asbestos concerns will remain an integral part of maintenance, repair functions and renovations for at least the next decade.

The Asbestos Response Team continues to be involved in a variety of day-to-day operations such as plumbing repairs, roof maintenance, running telephone computer lines, replacing damaged ceiling tiles and work performed on various manufactured asbestos containing products. During the period from January to June, 1992, the Asbestos Response Team has performed over 280 repair/removal/reinsulation projects varying in duration from 1/2 day to 2 weeks. It is more cost efficient and practical to handle these day-to-day repair/removals in-house rather than to contract out the work at a higher cost. In addition, the Response Team continues to work in co-operation with the Plant Department to identify, write specifications, complete asbestos abatement work necessary on renovation projects. With respect to major renovation work, the Asbestos Response Team has a significant role in on-site monitoring and inspection.

Organization of the Asbestos Response Team

Supervisor of Asbestos & Hazardous Wastes (1)	\$ 53,000
Inspector/Foreman, Asbestos and Hazardous Waste (1)	50,000
* Asbestos Abatement Worker/Insulation Installer (5) Included in Unidentified Repair cost	
Office Assistant, Asbestos and Hazardous Waste (1)	<u>27,000</u>
TOTAL	<u>\$ 130,000</u>

Recommendations

1. That an annual report on the current and future activity of the asbestos program be included in the Accommodation Report.
2. That the Asbestos Response Team continue its current structure and organization for a three-year period until June 30, 1995.

Prepared by and Submitted by: Asbestos Steering Committee

Approved by: K.A. Rielly, Director of Education
and Secretary

1. This is a report on the progress of the work done during the period from 1st January to 31st December 1954. The work has been carried out in accordance with the programme of work approved by the Committee at its meeting on 15th November 1953.

2. The work has been carried out in accordance with the programme of work approved by the Committee at its meeting on 15th November 1953. The work has been carried out in accordance with the programme of work approved by the Committee at its meeting on 15th November 1953.

3. The work has been carried out in accordance with the programme of work approved by the Committee at its meeting on 15th November 1953. The work has been carried out in accordance with the programme of work approved by the Committee at its meeting on 15th November 1953.

4. The work has been carried out in accordance with the programme of work approved by the Committee at its meeting on 15th November 1953. The work has been carried out in accordance with the programme of work approved by the Committee at its meeting on 15th November 1953.

5. The work has been carried out in accordance with the programme of work approved by the Committee at its meeting on 15th November 1953. The work has been carried out in accordance with the programme of work approved by the Committee at its meeting on 15th November 1953.

Education Centre
100 Main Street West
Hamilton, Ontario
1992 06 09

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Mathematics Provincial Reviews

Background:

As a part of the Program Plan in Mathematics, the Hamilton Board invested in the Provincial Reviews in Mathematics for all grade eight students, students enrolled in grade ten general level mathematics and grade twelve advanced level mathematics. The review took place during the spring of the 1989-1990 school year. The provincial reviews form part of the Ministry of Education's ongoing commitment to the monitoring of school programs. The results serve to inform the public about the performance of the educational system in Ontario and to assist schools and school boards, and the Ministry of Education in improving teaching methods and raising the level of student achievement. Results were reported at the provincial, board and school level.

At the system level three work teams were established to interpret the provincial and board results of the review and to establish an Action Plan for the renewal of Mathematics Education in Hamilton. Three individual teams addressed issues at each of the grade levels. The teams focused on issues that came out of student and teacher questionnaires rather than specific content questions.

At the school level each school involved had the responsibility of interpreting their school results in comparison with the board results and preparing, as part of their school plans, a plan for the renewal of their own mathematics program as it pertained specifically to their own results. Plans for this process are being forwarded to the Mathematics Co-ordinator. Once each school's interpretation is finished and plan for renewal has been completed, it will be forwarded as well.

The reviews have established for us standards that we can use to help evaluate the many initiatives that have been implemented, involving calculators, manipulatives, and an encouragement of our staff to co-operative learning and a variety of evaluation strategies.

Mathematics Education is at an important crossroads, not only in Hamilton but worldwide. The amount of new mathematical knowledge that is available to our students has tripled since the 1950's. Technology has an impact on this knowledge and the ability to deal with it that is beyond our comprehension. We are no longer preparing students to be 1940 shopkeepers, but workers, and informed citizens, that are comfortable working with mathematics on a day to day basis. Our work with these reviews, is an important step in ensuring that the students in our schools have the best possible opportunity to develop the skills and attitudes that they will need for the Twenty-First Century.

Recommendation:

That the Report and Recommendations based on the interpretation of the Provincial Reviews in Mathematics be received for information.

Prepared by: H. F. Traini, Mathematics Co-ordinator
Special Assignment - Program Department

Submitted by: E. G. Bond, Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

10/10/10

10/10/10

The first of the four main parts of the book is a historical survey of the development of the theory of the firm. This part is divided into four sections: the first section deals with the early work of Adam Smith and the classical economists; the second section deals with the work of Alfred Marshall and the neoclassical economists; the third section deals with the work of the institutional economists; and the fourth section deals with the work of the modern economists.

The second part of the book is a survey of the theory of the firm. This part is divided into four sections: the first section deals with the theory of the firm; the second section deals with the theory of the firm; the third section deals with the theory of the firm; and the fourth section deals with the theory of the firm.

The third part of the book is a survey of the theory of the firm. This part is divided into four sections: the first section deals with the theory of the firm; the second section deals with the theory of the firm; the third section deals with the theory of the firm; and the fourth section deals with the theory of the firm.

The fourth part of the book is a survey of the theory of the firm. This part is divided into four sections: the first section deals with the theory of the firm; the second section deals with the theory of the firm; the third section deals with the theory of the firm; and the fourth section deals with the theory of the firm.

The fifth part of the book is a survey of the theory of the firm. This part is divided into four sections: the first section deals with the theory of the firm; the second section deals with the theory of the firm; the third section deals with the theory of the firm; and the fourth section deals with the theory of the firm.

10/10/10

10/10/10
10/10/10
10/10/10

10/10/10
10/10/10

10/10/10

10/10/10

10/10/10

Summary of Recommendations

Recommendation 1:

A plan be developed to assist parents in understanding the mathematics being taught, the processes used, and the role of homework, so that they can better support and assist their children.

Recommendation 2:

The current Mathematics Curriculum be modified to include attention to real-life applications, use of computers and calculators, an emphasis on estimation skills, and teaching strategies that deal with gender differences, learning styles and the impact and importance of a variety of technologies and manipulatives.

Recommendation 3:

In secondary schools, Mathematics' departments focus on methodology, curriculum, technologies and strategies, and that these strategies be shared with their feeder schools.

Recommendation 4:

Ongoing inservice for all teachers teaching mathematics be an integral part of existing plans at all levels.

Recommendation 5:

The Grade Twelve Advanced Level Curriculum be investigated and recommendations be made to better meet the needs of all the students enrolled.

Recommendation 6:

The Hamilton Board participate fully in any future provincial review in mathematics. If there is no provincial review, the Hamilton Board duplicate the past review to evaluate any changes that have occurred.

Recommendation #1:

A plan be developed to assist parents in understanding the mathematics being taught, the processes used, and the role of homework, so that they can better support and assist their children.

Rationale: Students at all levels indicated that they seldom asked for help at home with problems in Mathematics. The amount of homework that students said they did did not coincide with what the teachers expectations were.

Implications: The issue of homework needs to be clarified at each of the grades and the expectations clear to both students and parents. Schools may need to address the inability for students both to do homework out of school as well as get assistance.

These should include workshops in their neighbourhood schools, pamphlets and continued work with local newspapers and media to advertise what is happening.

Recommendation 2:

The current Mathematics Curriculum be modified to include attention to real-life applications, use of computers and calculators, an emphasis on estimation skills, and teaching strategies that deal with gender differences, learning styles and the impact and importance of a variety of technologies and manipulatives.

Rationale: Both information from students attitudes towards mathematics and how students are taught indicate a need for a change in what we deliver and how it is delivered. For middle school teachers a lack of formal training in mathematics and mathematics education requires a continuation of emphasis on inservice at system , area and school levels.

Implications: Students know mathematics is important and that they need it but don't enjoy it because they don't see an immediate need or connection to other subject areas. It may be necessary to highlight female role models and continue present hiring practices. Showing the application of mathematics to their everyday situations and connections with other subjects as well as an emphasis on the proper use of calculators and the use of estimation.

Grade eight and grade ten general level curriculum in Mathematics should emphasize estimation skills, practical lifeskills with a conscious effort to link the mathematics for students across subject disciplines. All teachers should make use of technologies including a variety of calculators and computer software including spreadsheets and databases. The curriculum should include references to available resources such as videos, software and manipulative.

There should be an emphasis on the role of the teacher as a facilitator open to innovation, using a variety of materials, strategies and evaluation techniques.

Recommendation 3:

In secondary schools, Mathematics' departments focus on methodology, curriculum, technologies and strategies, and that these strategies be shared with their feeder schools.

Rationale: The poor showing of students on the curriculum, the students attitudes towards mathematics and the lack of a variety of teaching strategies.

Implications: There will be a need for closer cooperation and sharing among mathematics department members, the head and assistant head of department.

Recommendation 4:

Ongoing inservice for all teachers teaching mathematics be an integral part of existing inservice plans at all levels.

Rationale: Arithmetic, geometry, algebra and statistics are being applied in fields barely imaginable, twenty years ago. More than half of all known mathematics has been developed since World War II. Technology and the changing needs of students being prepared for the workforce of the twenty first century require teachers to use a variety of teaching strategies. Most middle school staff indicated very little formal background in mathematics and mathematics education at university and colleges of education. Secondary staff, although they had a great deal of formal education in mathematics it has been a considerable time since they had been involved in Mathematics or Mathematics methods courses.

Implications: A variety of strategies and a sound knowledge base on the part of the teachers will have a positive effect on both students' achievement and attitude.

Recommendation 5:

The Grade Twelve Advanced Level Curriculum be investigated and recommendations be made to better meet the needs of all the students enroled.

Rationale: Currently the Grade twelve advanced program is designed to best meet the needs of grade twelve students intending to take three OAC's. There are parts of the program that all students at this level require but many of the areas are more appropriate for students intending to take particular OACs in Mathematics.

Implications: Students might have the option of taking either completely separate grade twelve advanced courses designed for particular students or all students might have to work through a common core and then have a number of options from which to choose. These options might in fact be quarter credit alternatives.

Recommendation 6:

The Hamilton Board participate fully in any future provincial review in mathematics. If there is no provincial review, the Hamilton Board replicate the past review to evaluate any changes that have occurred.

Rationale: Many efforts have and will continue to be made to improve the mathematics achievement of our students. In the past it has been difficult to judge the level of implementation of the initiatives as well as the level of success in making the appropriate changes at the student level. The Provincial Reviews have given us the opportunity to judge fairly what has been happening. We now have a benchmark with which to make our judgements.

Implications: We will no longer be able to make decisions based on thoughts and gut feelings. The decisions can and will be based on hard evidence.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1992 06 09

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the the honour to present the following recommendation for your approval:

- (a) That the names of those texts, as distributed, be approved for use in the schools and be added to the lists of texts previously approved by the Board of Education for the City of Hamilton (**see separate blue and yellow packages**).

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PROGRAM DEPARTMENT

TEXTBOOKS

SUBJECT TO BOARD RATIFICATION

SECONDARY SCHOOLS

Prepared by:

William Oja

Textbook Department

Submitted by:

Elizabeth Bond

Superintendent of Program

Approved by:

K. A. Rielly

Director of Education
and Secretary

06/9/92

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
001 VISUAL ARTS					
DESIGN DIALOGUE 2ND ED	FHW 1991	26.00	1		00240
002 BUSINESS STUDIES					
ACCOUNTING APPLICATIONS: A SYSTEMS APPROACH	WIL 1991	35.00	2		04218
ACCOUNTING: AN INTRODUCTION	CCP 1990	44.00	8		00760
ACCOUNTING: BASIS F BUSINESS DECISIONS 6TH ED	MHR 1991	47.50	8	NT	03905
ADVERTISING: PLANNING AND TECHNIQUES 3RD ED	NEL 1992	16.00	8	NT	07575
CANADIAN LAW 5TH ED	MHR 1991	35.50	3		16550
COMPUTER APPLICATIONS IN BUSINESS	CCP 1989	24.00	8		03046
COMPUTING WITH END-USER APPLICATIONS AND BASIC	WIL 1991	40.00	8		04176
DBASE IV HANDBOOK 3RD ED	PRN 1991	30.00	8		00778
ENTREPRENEURIAL SPIRIT	MHR 1990	34.50	1		48868
KEYBOARDING AND FORMATTING 2ND ED	MHR 1990	33.00	1		00208
010 ENGLISH LANGUAGE AND LITERATURE					
ABSOLUTELY INVINCIBLE	GNP 1991	6.00	2		06585
BEING THERE	ABC	6.00	2		06247
CATCH A KILLER	FHW	6.00	2		06692
FORBIDDEN CITY	SBF	6.00	2		08078
LEAST YOU SHOULD KNOW ABOUT ENGLISH, THE B	H9J 1990	24.00	8		03590
LEAST YOU SHOULD KNOW ABOUT ENGLISH, THE C	H3J 1990	24.00	8		03798
MYTHIC VOICES	NEL 1991	16.00	8		03418
NEW VOICES 3	GINN	27.00	2		06700
POLAR STAR	BAL 1989	6.95	2		08136
TO KILL A MOCKINGBIRD	PER 1971	11.50	8		04979
TWENTIETH CENTURY ANTHOLOGY, A	PRN 1934	22.50	8		03244
WORDSTRUCK	ABC 1989	12.00	2		08102
30 DAYS TO A MORE POWERFUL VOCABULARY	ABC	20.00	2		06312

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
014 ENGLISH-MEDIA LITERACY					
MASS MEDIA AND POPULAR CULTURE	HBJ 1989 HARCOURT BRACE JOVANOVIH	25.00	1		00216
MEDIA IMAGES AND ISSUES TEXT	ADD 1989 ADDISON-WESLEY	29.00	2		05702
MEET THE MEDIA TEXT	GMC 1990 GLOBE MODERN CURRICULUM	13.00	2		05918
ON CUE 1 TEXT	HBJ 1991 HARCOURT BRACE JOVANOVIH	20.00	2		05694
016 ENGLISH AS A SECOND LANGUAGE					
COMPLETE COURSE IN ENGLISH BK 4	PRN 1989 PRENTICE-HALL	12.00	3		05827
EASY READING SELECTIONS IN ENGLISH	PRN 1989 PRENTICE-HALL	12.00	2		05843
EXPRESSWAYS WKBK 18	PRN 1989 PRENTICE-HALL	8.00	3		05801
NEW OXFORD PICTURE DICTIONARY	OUP 1991 OXFORD UNIVERSITY PRESS	13.00	9		05876
READINGS IN ENGLISH 3	PRN 1989 PRENTICE-HALL	9.00	9		05819
TAKE PART SPEAKING CANADIAN ENGLISH	PRN 1986 PRENTICE-HALL	13.00	2		05892
020 GEOGRAPHY					
GLOBAL ATLAS	GAG 1990 GAGE	30.00	1		00331
GLOBAL ATLAS TCH PKG	GAG 1990 GAGE	39.00	9		00364
GREENHOUSE TRAP, THE	OUP 1990 OXFORD UNIVERSITY PRESS	10.00	8		01651
MULTURALISM: CANADA'S PEOPLE (SET OF 10)	PRN 1987 PRENTICE-HALL	115.00	1		00315
NEW WORLD, NEW MIND	GNP 1990 GENERAL PUBLISHING	14.00	9		01701
PLANET UNDER STRESS	OUP 1990 OXFORD UNIVERSITY PRESS	14.00	9		00471
POPULATION EXPLOSION, THE	GNP 1990 GENERAL PUBLISHING	27.00	8		01685
PROBLEMES MONDIAUX ET LA COMMUNAUTE, LES INTERGUE	GUERIN EDATEUR LTEE	31.50	2		02980
TRAVEL AND TOURISM TCH MAN	WIL 1991 JOHN WILEY	50.00	9		01461
TRAVEL AND TOURISM TEXT	WIL 1991 JOHN WILEY	36.00	9		01453
TRAVEL AND TOURISM A WORLD REGIONAL GEOGRAPHY	WIL 1991 JOHN WILEY	36.00	9		05850
URBAN DYNAMICS	OUP 1990 OXFORD UNIVERSITY PRESS	28.00	9		00554
VISTAS CANADA	PRN 1990 PRENTICE-HALL	39.00	9		00539
WORLD DEVELOPMENT REPORT 1990	OUP 1990 OXFORD UNIVERSITY PRESS	17.50	9		0151

TEXT ID	R/I	APPR	ORDER	PUBLISHER	TEXT TITLE	020 GEOGRAPHY	030 HISTORY	045 FAMILY STUDIES	050 LANGUAGE: CORE PROGRAM	060 AMERICAN	070 ANTI	080 BIBLIO	090 BIBLIO	100 BIBLIO	110 BLICKPUNKT	120 CHAUNDAIL	130 CRIME	140 D'ACCORD	150 DICTIONNAIRE	160 DICTIONNAIRE	170 FRENCH
00877	8		16.00	OXFORD UNIVERSITY PRESS	WORLD RESOURCES 1990	OUP 1990				AMERIKANER AUS DEUTSCHLAND											
01644	8		28.00	GENERAL PUBLISHING	WORLD WILDLIFE FUND ATLAS OF THE ENVIRONMENT	PRN 1990				ANTIGONE											
06387	2		20.00	IRWIN	EMERGENCE OF EUROPE																
00505	8		35.00	OXFORD UNIVERSITY PRESS	MODERN WESTERN CIVILIZATION	OUP 1991															
03004	8		30.00	THOMPSON EDUCATIONAL PUB	CANADIAN SOCIAL TRENDS	TED 1990															
07005	8		30.00	BUTTERICK	CREATIVE LIVING: BASIC CONCEPTS IN HOME ECONOMICS																
03673	9		114.00	MAXWELL MACMILLAN	DEVELOPING CHILD. THE RESOURCE BINDER	MMC 1988															
01271	9		70.00	MAXWELL MACMILLAN	GROWING UP CARING RES BK	MMC 1990															
01263	8		38.00	MAXWELL MACMILLAN	GROWING UP CARING TEXT	MMC 1990															
25890	9	RE	56.00	NELSON	MARRIAGES AND FAMILIES 4TH ED	NEL 1991															
01388	2		22.00	MAXWELL MACMILLAN	TODAY'S FAMILY: A CRITICAL FOCUS	MMC 1991															
06528	2		5.50	COPP CLARK PITMAN	AMERIKANER AUS DEUTSCHLAND	CCP 1990															
02964	3		6.00	LES EDITIONS FRANCAISES	ANTIGONE	FRA 1990															
00414	9		179.00	RESOURCE CENTRE	BIBLIOBUS COLLECTION A	RES 1989															
00430	9		179.00	RESOURCE CENTRE	BIBLIOBUS COLLECTION B	RES 1989															
00406	9		179.00	RESOURCE CENTRE	BIBLIOBUS COLLECTION C	RES 1990															
00380	3		37.00	HOUGHTON MIFFLIN	BLICKPUNKT BEUTSCHLAND WK3K	HMF 1983															
00661	3		7.00	JEWELL BROS	CHAUNDAIL DE HOCKEY. LE	OUP 1990															
00901	3		11.50	COPP CLARK PITMAN	CRIME SUR LA COTE D'AZUR	CCP 1990															
00398	1		21.00	ADDISON-WESLEY	D'ACCORD BOOK 3 TEXT	ADD 1990															
48660	5		40.00	CENTRE EDU ET CULTUREL	DICTIONNAIRE DU FRANCAIS "PLUS"	CEC 1987															
02956	9		5.50	LES EDITIONS FRANCAISES	DICTIONNAIRE PRATIQUE DE CONJUGAISON	FRA 1988															
00596	2		30.00	HARCOURT BRACE JOVANOVI	FRENCH FOR ORAL AND WRITTEN REVIEW	HBJ 1990															

T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
050 LANGUAGE: CORE PROGRAM					
LA QUETE D'ALEXANDRE	PDP 1985 PRISE DE PAROLE	15.00	2		03012
LANGENSCHIEDT DICTIONARY	TRA 1990 TRALCO	12.50	8		06510
LEBENDIGE LITERATUR	HMF 1991 HOUGHTON MIFFLIN	39.00	3		00604
MORT A PARIS	CCP 1990 COPP CLARK PITMAN	16.00	3		00687
NOCTURNES POUR JESSIE	QUA 1987 THE FRENCH BOOK STORE	7.00	8		02972
PAROLE ET PENSEE MANUEL DE L'ELEVE	CFD 1990 CENTRE FRANCO-ONTARIEN	28.00	8		48694
PICTURE COMPOSITION FRENCH	CCP 1990 COPP CLARK PITMAN	10.00	8		00737
POHENEAG400K	FRA 1990 LES EDITIONS FRANCAISES	10.00	3		02949
POISON	PDP 1985 PRISE DE PAROLE	15.00	8		48702
PROFILS ANTHOLOGY	ADD 1990 ADDISON-WESLEY	15.00	8		03053
QUETE D'ALEXANDRE	PDP 1990 PRISE DE PAROLE	15.00	3		03145
SUIVEZ LA PISTE	GNP 1990 GENERAL PUBLISHING	12.00	3		00653
VIVA LE FRANCAIS 6 TCH/ED	ADD 1983 ADDISON-WESLEY	29.00	9		05793
VIVA LE FRANCAIS 6 TEXT	ADD 1983 ADDISON-WESLEY	19.00	8		05751
VIVA LE FRANCAIS 6 WK9K	ADD 1989 ADDISON-WESLEY	5.00	3		06098
VIVE LE FRANCAIS 4 TCH/ED	ADD 1980 ADDISON-WESLEY	39.00	9		00125
VIVE LE FRANCAIS 4 WK9K	ADD 1980 ADDISON-WESLEY	5.00	3		00091
VIVE LE FRANCAIS 5 TCH/ED	ADD 1990 ADDISON-WESLEY	35.50	9		00042
VIVE LE FRANCAIS 5 WK9K	ADD 1982 ADDISON-WESLEY	5.00	3		00034
055 LANGUAGES: THE AUTHORS					
CUPID AND PSYCHE	OUP 1990 OXFORD UNIVERSITY PRESS	12.00	3		00612
LE FANTOME DE L'OPERA	CCP 1990 COPP CLARK PITMAN	14.00	8		00711
057 FRENCH IMMERSION					
LES CENT ANS DU CANADA 2E	MHR 1990 MCGRAW HILL RYERSON	38.50	5		03111
LES MISERABLES	PRN 1990 PRENTICE-HALL	14.00	2		00703

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
050 MATHEMATICS						
AM 9 2ND ED	MHR 1989	MCGRAW HILL RYERSON	30.00	8		05967
FINITE MATHEMATICS	MHR 1988	MCGRAW HILL RYERSON	34.00	8		07039
MATH SENSE BK 2	NEL	NELSON	14.00	8		06866
MATHEMATIQUES APPLIQUEES AU TRAVAIL & FOYER V1 CFO 1990		CENTRE FRANCO-ONTARIEN	7.50	3		02923
MATHEMATIQUES APPLIQUEES AU TRAVAIL & FOYER V2 CFO 1990		CENTRE FRANCO-ONTARIEN	7.50	3		02931
070 PHYSICAL AND HEALTH EDUCATION						
DECISIONS FOR HEALTH TEXT	NEL 1981	NELSON	19.00	8		05686
HEALTHWISE 2	NEL 1990	NELSON	18.00	1		00257
SPORT IN SOCIETY ISSUES AND CONTROVERSIES	MOS 1986	C.V. MOSBY	30.00	2		06536
090 SCIENCE						
PHYSICS TODAY 1	PRN 1989	PRENTICE-HALL	48.50	1		48876
090 TECHNOLOGICAL STUDIES						
AUTO MECHANICS 2ND ED ACTIVITY GD	MCC 1990	MAXWELL MACMILLAN	16.00	9		00810
AUTO MECHANICS 2ND ED ACTIVITY GD KEY	MMC 1990	MAXWELL MACMILLAN	5.00	9		00928
AUTO MECHANICS 2ND ED INST MAN/KEY	MMC 1990	MAXWELL MACMILLAN	20.00	9		00802
AUTO MECHANICS 2ND ED TEXT	MMC 1990	MAXWELL MACMILLAN	44.00	2		00836
AUTO MECHANICS FUNDAMENTALS TEXT	GNP 1990	GENERAL PUBLISHING	24.00	8		05934
AUTO TECHNOLOGY THEORY AND SERVICE 2ND ED	NEL 1990	NELSON	48.00	9		01057
AUTO, ELECTRICITY, ELECTRONICS, COMPUTERS TEXT GNP 1990		GENERAL PUBLISHING	30.00	8		05926
AUTOMOTIVE PRINCIPLES AND SERVICE 3RD ED	PRN 1990	PRENTICE-HALL	50.00	8		00992
CAR CARE BOOK, THE 2ND ED	NEL 1990	NELSON	27.00	8		01016
COMMUNICATION TECHNOLOGY	MMC 1990	MAXWELL MACMILLAN	40.00	8		00844
CONSTRUCTION TECHNOLOGY TCH GD	DEL 1989	NELSON	16.00	9		01164
CONSTRUCTION TECHNOLOGY TEXT	DEL 1989	NELSON	35.00	9		01149
ENGINEERING DESIGN GRAPHICS 6TH ED	ADD 1990	ADDISON-WESLEY	55.00	8		00976
INTRODUCTION TO ELECTRONICS 2ND LAB MAN	NEL 1990	NELSON	18.00	9		01024

T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
090 TECHNOLOGICAL STUDIES					
INTRODUCTION TO ELECTRONICS 2ND ED TEXT	NEL 1990	36.00	8		01032
MANUFACTURING TECHNOLOGY TODAY & TOMORROW T/GD	MMC 1990	38.00	9		06965
MANUFACTURING TECHNOLOGY TODAY & TOMORROW TEXT	MMC 1990	53.00	2		06940
MANUFACTURING TECHNOLOGY TODAY AND TOMORROW	MMC 1990	12.00	9		06957
MODERN CARPENTRY	GNP 1990	43.00	8		01180
MODERN WOODWORKING	GNP 1990	43.00	2		01206
MOTOR AUTOMOTIVE MECHANICS INST GD	NEL 1990	13.50	9		01065
MOTOR AUTOMOTIVE MECHANICS ST WKBK	DEL 1990	13.00	9		00794
UNDERSTANDING OUR ENVIRONMENT TEXT	OUP 1991	33.00	9		05869
110 ENGLISH-LANGUAGE AND LITERATURE					
FLIGHT 314, NIVEAU SEC III STUDENT BK	LID 1987	25.50	3		48587
FLIGHT 314, NIVEAU SEC III STUDENT LOG BK	LID 1987	10.50	3		48579
FLIGHT 414, NIVEAU SEC IV STUDENT BK	LID 1987	25.50	3		48595
FLIGHT 414, NIVEAU SEC IV STUDENT LOG BK	LID 1987	10.50	3		48603
MERRIAM-WEBSTER DICTIONARY	ABC	9.00	3		04226
113 ART DRAMATIQUE					
A LA RECHERCHE DU CLOWN	FBS 1939	15.00	2		48496
LA TROUSSE D'EXPRESSION DRAMATIQUE	FBS 1931	15.00	2		04127
115 FRANCAIS-LANGUE ET LITTERATURE					
AIDE-MEMOIRE GRAMMATICAL	FBS 1937	16.50	9		48504
L'ETRANGER	FBS 1957	6.50	2		48553
120 GEOGRAPHIE					
DEFI A NOTRE INDUSTRIE PETROLIERE	FBS 1990	.00	3		43539
130 HISTOIRE					
LE CANADA, UN PAYS EN EVOLUTION	LID 1990	30.00	3		48520

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
145 SCIENCES FAMILIALES					
MANUEL, LE DU GUIDE ALIMENTAIRE CANADIEN REV	1982 FEDERAL PUBLICATIONS	6.00	3		48637
160 MATHÉMATIQUE					
LA MATHÉMATIQUE PAR OBJECTIFS GMAIL2	FBS 1989 THE FRENCH BOOK STORE	8.00	2		48645
155 MUSIQUE					
NOTIONS ÉLÉMENTAIRES DE MUSIQUE	1986 FRÉDÉRIC HARRIS MUSIC CO	15.00	3		48686
170 ÉDUCATION PHYSIQUE/HYGIÈNE					
FRENCH EMERGENCY TEXTBOOKS	SJA 1988 ST JOHN AMBULANCE	4.00	3		48611
FRENCH EMERGENCY WORKBOOKS	SJA 1988 ST JOHN AMBULANCE	7.00	3		48629
130 SCIENCES					
EXPLORATION SCIENTIFIQUE 10	GUE 1990 GUERIN ÉDITEUR LTÉE	29.00	8		48561
LA CHIMIE: UNE EXPÉRIENCE HUMAINE	GMP 1990 GENERAL PUBLISHING	40.00	1		00265
MATHÉMATIQUES DISCRÈTES	TRE 1989 ÉDITIONS DU TRECARRÉ	27.00	8		48652
SCIENCE 10 NOTIONS ET APPLICATIONS	GUE 1990 GUERIN ÉDITEUR LTÉE	39.50	8		48710

T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
090 TECHNOLOGICAL STUDIES					
INTRODUCTION TO ELECTRONICS 2ND ED TEXT	NELSON	36.00	8		01032
MANUFACTURING TECHNOLOGY TODAY & TOMORROW T/GD MMC	MAXWELL MACMILLAN	38.00	9		06965
MANUFACTURING TECHNOLOGY TODAY & TOMORROW TEXT MMC	MAXWELL MACMILLAN	53.00	2		06940
MANUFACTURING TECHNOLOGY TODAY AND TOMORROW MMC	MAXWELL MACMILLAN	12.00	9		06957
MODERN CARPENTRY	GNP 1990	43.00	8		01180
MODERN WOODWORKING	GNP 1990	43.00	2		01206
MOTOR AUTOMOTIVE MECHANICS INST GD	NELSON	13.50	9		01065
MOTOR AUTOMOTIVE MECHANICS ST WKBK	NELSON	13.00	9		00794
UNDERSTANDING OUR ENVIRONMENT TEXT	OUP 1991	33.00	9		05869
110 ENGLISH-LANGUAGE AND LITERATURE					
FLIGHT 314, NIVEAU SEC III STUDENT BK	LIDEC	25.50	3		48537
FLIGHT 314, NIVEAU SEC III STUDENT LOG BK	LIDEC	10.50	3		48579
FLIGHT 414, NIVEAU SEC IV STUDENT BK	LIDEC	25.50	3		48595
FLIGHT 414, NIVEAU SEC IV STUDENT LOG BK	LIDEC	10.50	3		48603
MERRIAM-WEBSTER DICTIONARY	ABC	9.00	3		04226
113 ART DRAMATIQUE					
A LA RECHERCHE DU CLOWN	FBS 1939	15.00	2		48496
LA TROUSSE D'EXPRESSION DRAMATIQUE	FBS 1931	15.00	2		04127
115 FRANCAIS-LANGUE ET LITTERATURE					
AIDE-MEMOIRE GRAMMATICAL	FBS 1937	16.50	9		48504
L'ETRANGER	FBS 1957	6.50	2		48553
120 GEOGRAPHIE					
DEFI A NOTRE INDUSTRIE PETROLIERE	FBS 1990	.00	3		43539
130 HISTOIRE					
LE CANADA, UN PAYS EN EVOLUTION	LID 1990	30.00	3		48520

T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
145 SCIENCES FAMILIALES					
MANUEL, LE DU GUIDE ALIMENTAIRE CANADIEN REV	1982 FEDERAL PUBLICATIONS	6.00	3		48637
160 MATHÉMATIQUE					
LA MATHÉMATIQUE PAR OBJECTIFS GM112	FBS 1989 THE FRENCH BOOK STORE	8.00	2		48645
155 MUSIQUE					
NOTIONS ÉLÉMENTAIRES DE MUSIQUE	1986 FREDERICK HARRIS MUSIC CO	15.00	3		48686
170 EDUCATION PHYSIQUE/HYGIENE					
FRENCH EMERGENCY TEXTBOOKS	SJA 1988 ST JOHN AMBULANCE	4.00	3		48611
FRENCH EMERGENCY WORKBOOKS	SJA 1988 ST JOHN AMBULANCE	7.00	3		48629
130 SCIENCES					
EXPLORATION SCIENTIFIQUE 10	GUE 1990 GUERIN EDITEUR LTÉE	29.00	8		48561
LA CHIMIE: UNE EXPERIENCE HUMAINE	GNP 1990 GENERAL PUBLISHING	40.00	1		00265
MATHÉMATIQUES DISCRETES	TRE 1989 EDITIONS DU TRECARRÉ	27.00	8		48652
SCIENCE 10 NOTIONS ET APPLICATIONS	GUE 1990 GUERIN EDITEUR LTÉE	39.50	8		48710

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

TEXTBOOK ADMINISTRATION

APPROVAL CODES

1. MINISTRY'S CIRCULAR 14 APPROVAL
OR MINISTERIAL LETTER OF APPROVAL
2. APPROVED UNDER PROVISION "2C" OF CIRCULAR 14
AND THE REGULATIONS ALLOWING FOR LOCAL
OPTION BY THE BOARD.
E.G. ENGLISH LITERATURE; THEATRE ARTS;
LITTERATURE FRANCAIS; THE AUTHORS IN MODERN
LANGUAGES; THE CLASSICS
3. SUPPLEMENTARY TEXT/MATERIAL
E.G. DRILL/EXERCISE BOOKS, KITS,
LAB MANUALS, READERS
4. MINISTRY APPROVAL WITHDRAWN
TEXT NO LONGER IN CIRCULAR 14,
LETTER OF DISAPPROVAL
5. CIRCULAR 14 DOES NOT LIST ANY TEXT
FOR THIS SUBJECT AREA/PROGRAM
E.G. BIOLOGY RP 50, CONSUMER STUDIES,
ENVIRONMENTAL SCIENCE, INDUSTRIAL ARTS,
INFORMATICS, SHORTHAND, WORLD RELIGIONS.
6. TEXT/BOOK OR RELATED ITEM MUST BE SOLD BY THE
SCHOOLS BOOKSTORE OR EQUIVALENT FACILITY
- 7.
8. CLASS-SET (NODRIC) APPROVAL ONLY
9. REFERENCE BOOK APPROVAL (2-10 COPIES ONLY)
INCL TEACHERS' EDITIONS OF APPROVED TEXTS
0. BOARD APPROVAL WITHDRAWN
OR TEXT NO LONGER AVAILABLE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PROGRAM DEPARTMENT

TEXTBOOKS

SUBJECT TO BOARD RATIFICATION

ELEMENTARY SCHOOLS

Prepared by:

William Oja

Textbook Department

Submitted by:

Elizabeth Bond

Superintendent of Program

Approved by:

K. A. Rielly

Director of Education
and Secretary

06/9/92

T E X T T I T L E

P U B L I S H E R

APPR
CODER/I
CODETEXT ID
NUMBER

005 PRIMARY

T E X T T I T L E	P U B L I S H E R	APPR CODE	R/I CODE	TEXT ID NUMBER
CANADA IS MUSIC TCH/ED	CHA 1990			
CANADA IS MUSIC 1-2 BIG BOOK	CHA 1990			
EARLY MORNING WATER JOURNEYS 3 LEVEL 7 INDBK	GIN			
GREEN ST 3 PLAY TRICKS, THE JOURNEYS 2 L5	GIN 1984			
GREEN ST 3 STICK TOGETHER JOURNEYS 2 L5	GIN 1990			
I WONDER MACHINES JOURNEYS 2 LEVEL 7	GIN 1990			
INNOVATIONS IN SCIENCE 3 TEXT	HBJ 1990			
JOURNEYS 2 LEVEL 5 ACTIVITY BK	GIN 1989			
JOURNEYS 2 LEVEL 6 ACTIVITY BK	GIN 1989			
JOURNEYS 2 WRITING DICTIONARY	GIN 1990			
LANGUAGE IS FUN LEVEL 1 TCH 3K	GIN 1991			
LET'S EXPLORE EXPLORATIONS 2	ADD 199L			
LISTEN TO THE SILENCE JOURNEYS 3 LEVEL 7 INDBK GIN	GIN			
MOOSE'S LOOSE COAT, THE NETWORKS 2 SET OF 5	NEL 1991			
MUSICANADA 1 (6 cassettes)	HRW 1991			
MUSICANADA 1 TCH/ED	HRW 1991			
MUSICANADA 2 TCH/ED	HRW 1991			
MUSICANADA 2 TEXT	HRW 1991			
MUSICANADA 3.4.5 (6 cassettes)	HBJ 1991			
NETWORKS 2 BLACKLINE MASTERS	NEL 1990			
NETWORKS 2 PLANNING GUIDE UNITS 7/8	NEL 1991			
NETWORKS 2 UNIT 6 ACTIVITY BK	NEL 1990			
NETWORKS 2 UNIT 7 ACTIVITY 3K	NEL 1990			
SIMON/HIS KNOCKOUT YAWNS JOURNEYS 2 L6 INBKS	GIN 1989			
SUNSHINE IN THE CLASSROOM LEVEL 1 TCH GD	GIN 1991			
SUNSHINE IN THE CLASSROOM LEVEL 2-7 TCH GD	GIN 1991			

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
005 PRIMARY					
WHAT'S RIGHT FOR ROXY NETWORKS 2	NEL 1990	27.00	8		02238
WHITE MOOSE. THE JOURNEYS 2 LEVEL 6 INDEX	GIN 1989	5.50	1		48827
006 JUNIOR					
CROSS THE GOLDEN RIVER IMPRESSIONS 4 ANTHOL	HR# 1936	17.50	3		48950
HOBOKEN CHICKEN EMERGENCY JOURNEYS 4 LEVEL 4	GIN 1929	4.50	3		05082
JOURNEYS 4 LISTENING TAPES	GIN 1989	5.00	3		05033
JOURNEYS 5 LEVEL 5 TCH RES BK A	GIN 1989	42.00	9		05116
JOURNEYS 5 LEVEL 5 TCH RES BK B	GIN 1989	42.00	9		05108
MARTY HOLLITT AND THE AMAZING GAME MACHINE JOURNEYS 5	GIN	4.00	3		05140
MUSICANADA 3.4.5 (6 cassettes)	HBJ 1991	146.00	3		05363
STODDART VISUAL DICTIONARY, THE	ABC 1992	35.00	3		05009
WEBSTER'S NEW WORLD THESAURUS	ABC 1985	25.00	3		05025
YOUNG CANADA DICTIONARY 2ND ED	NEL 1989	14.00	9	LT	02584
018 ENGLISH/LANGUAGE ARTS					
CANADIAN DICTIONARY FOR SCHOOLS	MMC 1981	22.00	9	LT	02436
GALAXIES 1 ANTHOLOGY	ADD 1990	26.00	3		05512
GALAXIES 1 STUDENT GD	ADD 1990	18.00	3		05504
NETWORKS 8 ACTIVITY BK	NEL 1990	4.50	3		02220
030 HISTORY					
CANADA:YEARS OF CHALLENGE TEXT	HBJ 1981	22.00	9		05405
045 FAMILY STUDIES					
YOUNG LIVING 5TH ED TEXT	MMC 1990	44.00	9		02394
050 LANGUAGE: CORE PROGRAM					
LE FRANCAIS EN ACTION LEVEL 4 TCHGD	HTH 1987	115.00 KT	9		01776
LE FRANCAIS EN ACTION LEVEL 4 CAHIER	HTH 1987	3.00	3		01727
LE FRANCAIS EN ACTION LEVEL 5 CAHIER	HTH 1987	3.00	3		02188

T E X T T I T L E

P U B L I S H E R

ORDER
PRICE

APPR
CODE

R/I
CODE

TEXT ID
NUMBER

050 LANGUAGE: CORE PROGRAM

LE FRANCAIS EN ACTION LEVEL 5 ST RESOURCE BK HTH 1990 D. C. HEATH

LE FRANCAIS EN ACTION LEVEL 5 STBK HTH 1987 D. C. HEATH

LE FRANCAIS EN ACTION LEVEL 5 TCHBK HTH 1987 D. C. HEATH

060 MATHEMATICS

MATHQUEST 8 STUDENT ED ADD 1988 ADDISON WESLEY

070 PHYSICAL AND HEALTH EDUCATION

DECISIONS FOR HEALTH TEXT NEL 1981 NELSON

080 SCIENCE

SCIENCEPLUS 2 TEXT HBJ 1987 HARCOURT BRACE JOVANOVIH

22.00

02212

12.00

02055

115.00 KT

02204

25.00

05520

19.00

05686

33.00

05199

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

TEXTBOOK ADMINISTRATION

APPROVAL CODES

1. MINISTRY'S CIRCULAR 14 APPROVAL
OR MINISTERIAL LETTER OF APPROVAL
2. APPROVED UNDER PROVISION "2C" OF CIRCULAR 14
AND THE REGULATIONS ALLOWING FOR LOCAL
OPTION BY THE BOARD.
E.G. ENGLISH LITERATURE; THEATRE ARTS;
LITTERATURE FRANCAIS; THE AUTHORS IN MODERN
LANGUAGES; THE CLASSICS
3. SUPPLEMENTARY TEXT/MATERIAL
E.G. DRILL/EXERCISE BOOKS, KITS,
LAB MANUALS, READERS
4. MINISTRY APPROVAL WITHDRAWN
TEXT NO LONGER IN CIRCULAR 14,
LETTER OF DISAPPROVAL
5. CIRCULAR 14 DOES NOT LIST ANY TEXT
FOR THIS SUBJECT AREA/PROGRAM
E.G. BIOLOGY RP 50, CONSUMER STUDIES,
ENVIRONMENTAL SCIENCE, INDUSTRIAL ARTS,
INFORMATICS, SHORTHAND, WORLD RELIGIONS.
6. TEXT/BOOK OR RELATED ITEM MUST BE SOLD BY THE
SCHOOLS BOOKSTORE OR EQUIVALENT FACILITY
- 7.
8. CLASS-SET (NODRIC) APPROVAL ONLY
9. REFERENCE BOOK APPROVAL (2-10 COPIES ONLY)
INCL TEACHERS' EDITIONS OF APPROVED TEXTS
0. BOARD APPROVAL WITHDRAWN
OR TEXT NO LONGER AVAILABLE

1992 06 04



THE CORPORATION OF THE CITY OF HAMILTON

City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4

June 4, 1992

Our File: 92.2367.00

Phone: 546-4334

Fax: 546-3972

Board of Education
Chairman and
Committee Members of Operation
Management Committee
100 Main St. W.
Hamilton, Ontario
L8N 3L1

HAND DELIVERED

Dear Sirs:

Re: Gourley Park Development/James MacDonald School

We are requesting your endorsement of the concept plan for Gourley Park development as attached as schedule 'A'.

As a result of an extensive consultation process with Gourley Neighbourhood Residents, Elected Officials and City Staff, minutes attached as schedule 'B', the proposal involves construction and on-going maintenance.

This project will include tennis courts, fencing and hard surfaces and will be phased in as per the availability of capital funding.

The City would like to construct the tennis court component of this project during the summer of 1992.

Due to the nature of the City owned parkland in Gourley Neighbourhood, in that these lands are almost entirely covered by mature hardwood forest, and it is the desire of the neighbourhood to preserve these trees as much as possible, we have very little open space lands on which these facilities can be constructed.

As in the past, it is essential that the Board of Education and the City of Hamilton continue as partners at Gourley Park in providing recreational facilities on Board of Education property.

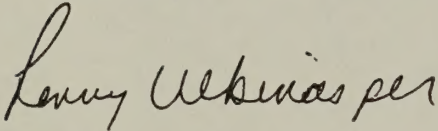
.../2

- 2 -

These facilities will be 100% maintained by the City and are available for the programming requirements of the school.

Should you wish to discuss this proposal in more detail please contact Chris Firth-Eagland, Parks Development Co-ordinator at 546-2465.

Yours truly

A handwritten signature in dark ink, appearing to read "R.W. Chrystian per". The signature is fluid and cursive.

R.W. Chrystian,
Manager of Parks

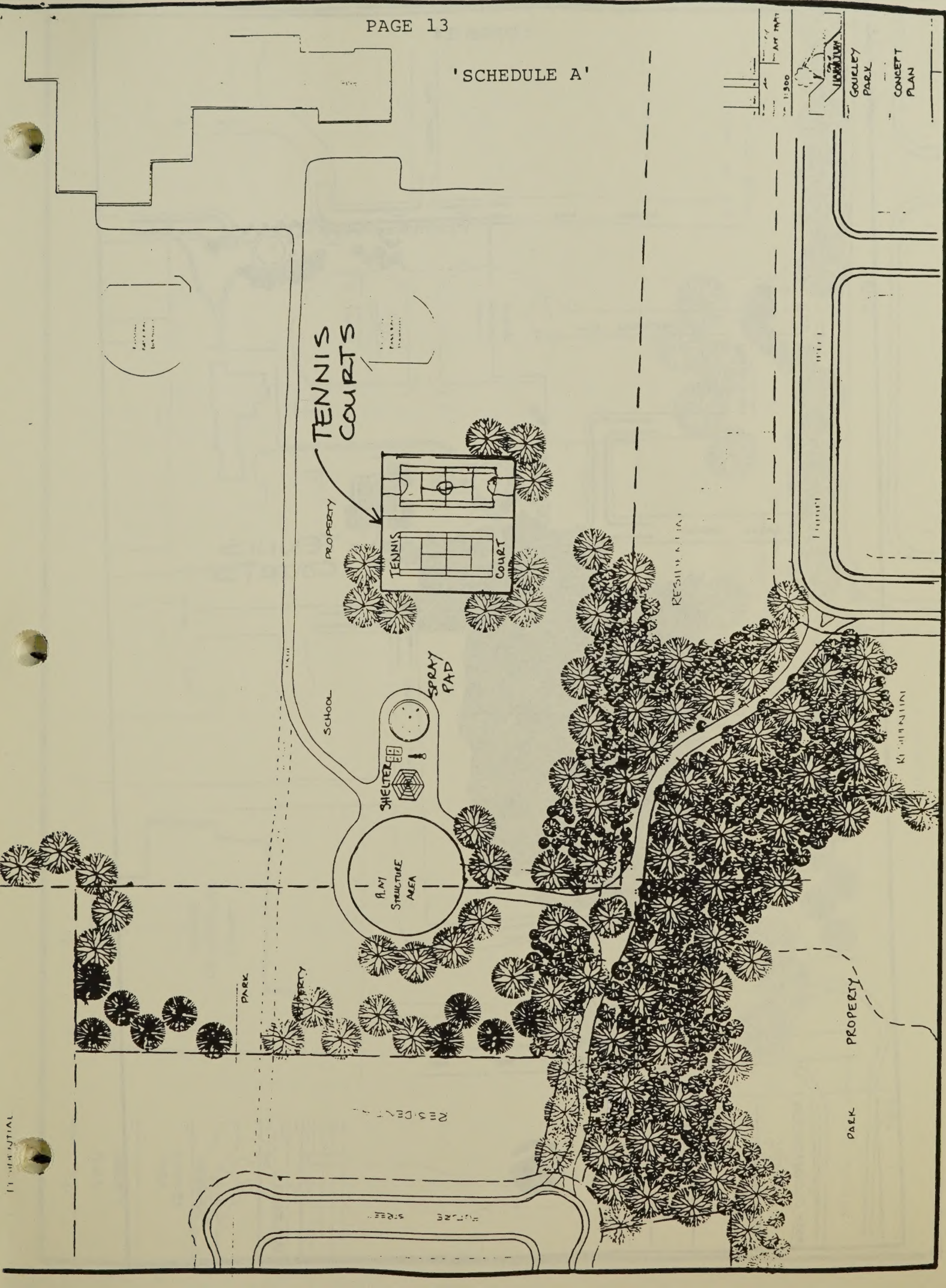
CFE/da

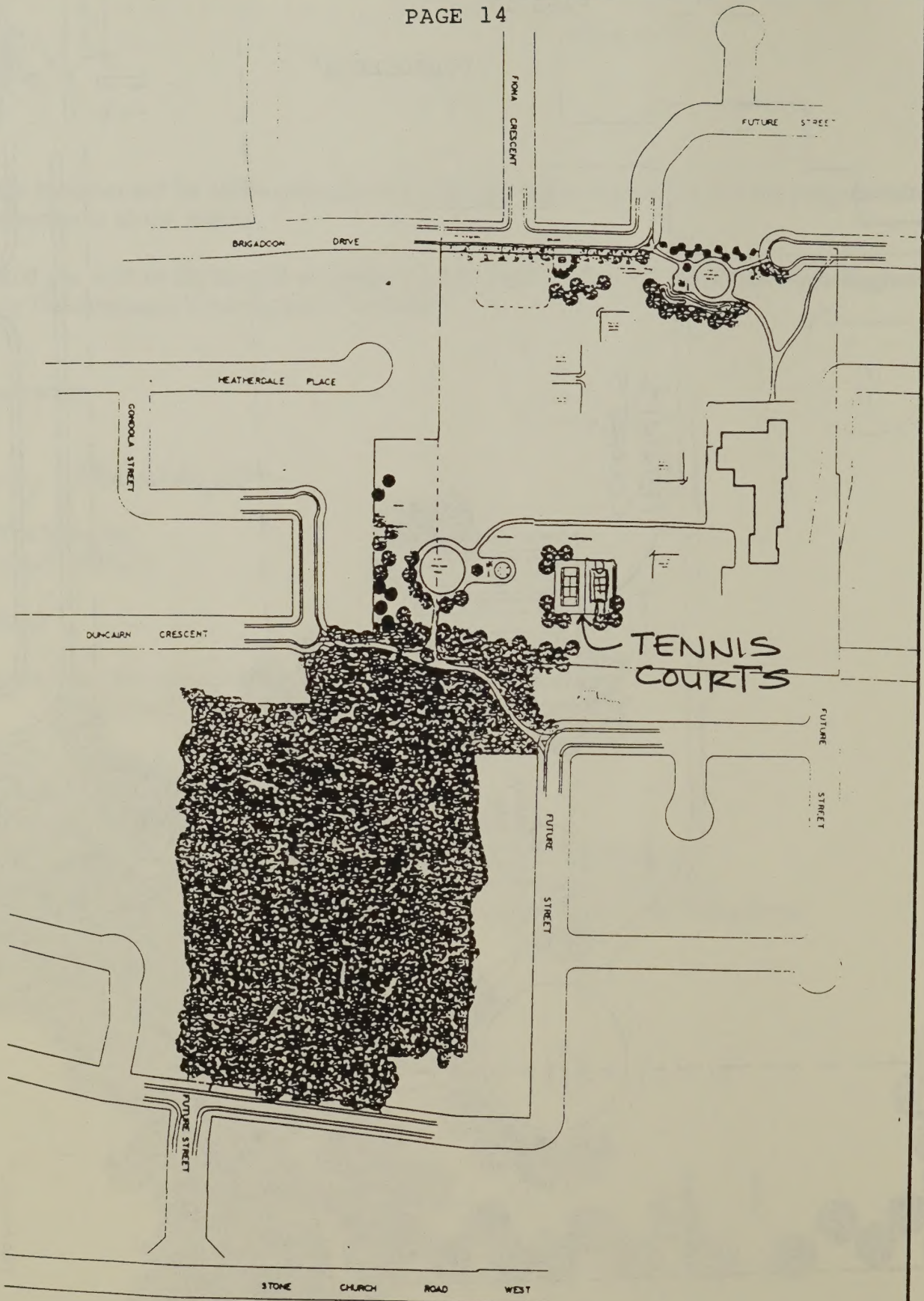
attachments: Schedule 'A'
Schedule 'B'

c.c. Alderman Ross
Alderman D'Amico
G. Smith, Culture & Recreation Department
Wesley Hicks, School Trustee, Hamilton Board of Education
Sue Rodgers, School Trustee, Hamilton Board of Education
Robert Johnston, Chairman, Gourley Neighbourhood Park Committee

'SCHEDULE A'

11,500
GOULEY PARK
CONCEPT PLAN

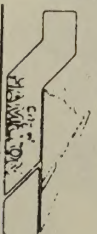




2367

NEIGHBOURHOOD PARK

GOURLEY



0020

MAY 1982



BRIGADON

DRIVE

EXISTING NATURAL
GROUP ICE FINE

TRADITIONAL PLAY
EQUIPMENT

PLAY
STRUCTURE
AREA

FAIRFAX
STREET

SCHOOL

PROPERTY

EXISTING
BASEBALL
DIAMOND

EXISTING
BASEBALL
DIAMOND

EXISTING
BASEBALL
DIAMOND

JAMES
MCDONALD
SCHOOL

BOULEVARD

CONCEPT
PLAN

DATE	1988
BY	ATC 20/88
CHECKED	
APPROVED	
SCALE	
PROJECT	
CLIENT	
LOCATION	
DESCRIPTION	
REVISIONS	





CITY COUNCIL
HAMILTON CANADA

"SCHEDULE B"

January 24, 1992

Dear Resident:

Re: Gourley Park Neighbourhood Meeting

We are writing this letter to advise you of an upcoming neighbourhood meeting to be held at **7:30 p.m. on Wednesday, February 5, 1992** at James MacDonald School, 200 Chester Avenue.

We are hosting this meeting to receive your input towards future improvements to your neighbourhood park. This 15 acre site, as shown on the attached plan, is located between Brigadoon Drive and Stone Church Road.

As members of Council, we are aware of various concerns and interest expressed by area residents in improving the condition of Gourley Park. In order for us to properly develop this park to best suit your needs, we are requesting your attendance at the public meeting, to receive your suggestions.

City staff members from the Parks Division and the Culture and Recreation Department will be on hand to explain in detail the prospects and time tables for improving the park. The Gourley Park Community Association will also be on hand helping to make this an exciting opportunity for the future of this park.

There will be lots of interesting topics for us to discuss, so we hope that you will be able to attend. Coffee and juice will be served.

In the meantime, if you have any questions concerning the park or if there is anything that we can do for you, please do not hesitate to contact us. We can be reached at City Hall at 546-2730.

Yours very truly

Alderman Frank D'Amico
Ward 8

Alderman Don Ross
Ward 8

/ck

cc: Mr. Garry Smith, Culture & Recreation Department
cc: Mr. Chris Firth-Eagland, Parks Division

COMMUNITY PUBLIC MEETING



FEBRUARY 5, 1992 JAMES MACDONALD SCHOOL,

200 CHESTER AVE.

7:30 PM

THE COMMUNITY COUNCIL IS HOLDING AN OPEN MEETING TO DISCUSS PUBLIC INTEREST AND APPROVAL OF THE FOLLOWING PROJECTS:

TENNIS COURT

2 HALF BASKETBALL COURTS

CHILDREN'S WATER PLAY AREA

PARK DEVELOPMENT IS YOUR BUSINESS: THIS WILL BE YOUR ONLY CHANCE TO BE HEARD. WE HOPE TO HAVE BOTH ALDERMAN AND TRUSTEES AT THE MEETING. WE WOULD ALSO LIKE TO KNOW IF YOU ARE IN FAVOR OF HOLDING A COMMUNITY DANCE.

UPCOMING EVENTS:

SCOUTING / COMMUNITY DANCE.

BASEBALL REGISTRATION.

GET INVOLVED! ATTEND THE MEETING.



GOURLEY PARK COMMUNITY ASSOCIATION



THE CORPORATION OF THE CITY OF HAMILTON

City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4

MEETING MINUTES

GOURLEY NEIGHBOURHOOD PARK PUBLIC MEETING

MEETING DATE: 1992 February 5

REPORT TO: All Attendees

FROM: C. Firth-Eagland, Co-ordinator
Park Development and Maintenance
Public Works Department, Parks Division

SUBJECT: Public Meeting - 1992 February 5

Thank-you for attending the Gourley Neighbourhood Park Public Meeting. This meeting was held to receive public input towards the development of Gourley Park and to discuss the installation of tennis courts.

This initial meeting accomplished several important steps towards the preparation of a development concept for Gourley Park.

These steps included:

- a) The formation of a Neighbourhood Park Design Committee who will work in conjunction with the Community Council, City Staff Members from the Parks Division and the Culture and Recreation Department to evolve a development concept plan for the park, to possibly initiate fund raising activities and liaise between City Staff, the Ward Aldermen's Offices and the Neighbourhood.
- b) A review of the process that must be followed in order to complete a development proposal, for consideration in the 1993 Capital Budget, was undertaken. Final concept plans and the associated construction cost estimates must be completed prior to October 1992 in order for this project to be considered by the Parks and Recreation Committee for 1993 implementation. A number of meetings may be necessary to complete the park design concept plans.
- c) Ward 8 School Trustees, Mr. Wes Hicks and Ms. Sue Rodgers, attended this meeting and announced that the Board of Education were in favour of a joint effort of the development of Gourley Park and Board of Education property, and will be participating in the ongoing planning and development process.

- d) A discussion was held regarding what to do with the woodlot that covers 80% of Gourley Park. The general consensus of the citizens at the meeting was to keep the woodlot as is with some minor changes such as pathways and pruning of undergrowth to allow more visibility.
- e) A discussion regarding tennis courts resulted in a motion to put tennis courts in Gourley Park.

Seconded: voted 29 yes, 1 no
Motion passed

The Park Development staff will prepare a concept plan showing the location of the tennis courts. This concept plan will be available to facilitate discussion and input at our upcoming Gourley Neighbourhood Park Design Committee meeting.

This meeting is scheduled for 7:00 p.m. Tuesday March 24, 1992, at James MacDonald School.

In the interim, should you have any questions or concerns, please do not hesitate to telephone myself or Rick Martin at 546-2465.

RM/pw

c.c.

Attendees
Alderman D. Ross, Alderman, Ward 8
Alderman F. D'Amico, Alderman, Ward 8
G. Smith, Culture and Recreation
Mr. Scarrow, Principal, James MacDonald School



THE CORPORATION OF THE CITY OF HAMILTON

City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4

MINUTES

GOURLEY NEIGHBOURHOOD PARK COMMITTEE

MEETING DATE: March 29, 1992

REPORT TO: All Committee Members

FROM: Chris Firth-Eagland
Co-ordinator, Park Development and Maintenance
Public Works Department, Parks Division

Thank you for attending the Gourley Neighbourhood Park Committee meeting. The purpose of the meeting was to discuss various components to be incorporated into a development of the Gourley Neighbourhood Park and adjacent School Boards lands.

The following is a brief summary of items discussed.

- 1.) Attached is a revised list of Gourley Neighbourhood Park Committee members.
- 2.) The following appointments to the Committee Executive were made:

President	-	Arnold deVries
Secretary	-	Larry Glover
- 3.) The proposed location for the service corridor through the northern portion of the park site was found unacceptable and Park Development staff were requested to contact the Engineering Department and/or the Real Estate Department to determine if other corridor alignments were possible. Staff are to keep the President informed of all developments. Alderman Ross advised that he would support the Committee in their decision to relocate the service corridor.

- 4.) The Committee agreed that the preferred location for the tennis courts was on the south-west corner of the Public School lands. This would permit maximum distance between the tennis courts and the existing residences as well as allow use of the open park lands for less intensive uses.
- 5.) Conceptual drawings are to be prepared and shall include the following features:
 - ° Double tennis courts - one of which could be used as a multi-purpose court.
 - ° Preserve the existing forest
 - ° Walkways through the forest
 - ° Retain pond in forested area and incorporate edge treatment
 - ° Creative playstructure
 - ° Sun shelter
 - ° Lighting
 - ° Use tree planting along Brigadoon Drive to prevent vehicle access.
 - ° Hard surface area for hop scotch/4 squares
 - ° Incorporate multi-purpose court adjacent to tennis court
 - ° Install flag pole on Board of Education property
- 6.) A tour of newly developed parks was scheduled for 6:15 p.m., Wednesday, April 8, 1992 at James MacDonald School.

WJP/da
attachment

c.c. Alderman D. Ross, Alderman Ward 8
Alderman F. D'Amico, Alderman Ward 8
Wesley Hicks, School Trustee, Hamilton Board of Education
Sue Rodgeron, School Trustee, Hamilton Board of Education
G. Smith, Manager of Technical Services, Dept. of Culture & Recreation



THE CORPORATION OF THE CITY OF HAMILTON

City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4

MINUTES

GOURLEY NEIGHBOURHOOD PARK COMMITTEE

MEETING DATE: April 8, 1992

REPORT TO: All Committee Members

FROM: Werner J. Plessl
Superintendent of Park Development
Parks Division, Public Works Department

Thank you for attending the Gourley Neighbourhood Park Committee meeting. The purpose of the meeting was to view a number of newly developed parks to view the various components which could be incorporated into the Gourley Neighbourhood Park Developments.

- 1.) The tour involved stops at the following park sites:
 - ° Highview Park - full redeveloped park site constructed in 1990 & 1991. Park opened in summer 1991.
 - ° Trenholme Park- new park site with 1st phase completed consisting of installation of storm sewers, grading and seeding.
 - ° Elmar Park - new park site developed in 1990 & 1991. Park opened in summer 1991.
- 2.) Following the tour, a number of Committee members viewed the park site and in particular the proposed location of the service corridor. Attached is a plan of the originally proposed corridor (yellow) with revised corridor location (red) which shifts the corridor to the northern limit of the park lands. This alignment remains within the forested area but the majority of the Committee members agreed to this alignment. Parks staff were requested to advise the Engineering Department of the Gourley Neighbourhood Park Committee's agreement with the revised corridor alignment.

- 3.) The next meeting was scheduled for 7:00 p.m., Tuesday, April 28, 1992 at James MacDonald School. The purpose of the meeting is to view preliminary development plans.

WJP/da
attachment

c.c. Alderman D. Ross, Alderman Ward 8
Alderman F. D'Amico, Alderman Ward 8
Wesley Hicks, School Trustee, Hamilton Board of Education
Sue Rodgerson, School Trustee, Hamilton Board of Education
G. Smith, Manager of Technical Services, Dept. of Culture & Recreation



THE CORPORATION OF THE CITY OF HAMILTON

City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4

MINUTES

GOURLEY NEIGHBOURHOOD PARK COMMITTEE

MEETING DATE: April 28, 1992

REPORT TO: All Committee Members

FROM: Chris Firth-Eagland
Co-ordinator, Park Development & Maintenance
Public Works Department

Thank you for attending the Gourley Neighbourhood Park Committee meeting. The purpose of the meeting is to view the preliminary development plans prepared by Parks Division Staff.

1. Rick Martin, with the aid of concept drawings, briefly explained the proposed developments. Two separate plans, one for the northern portion and one for the southern portion, had been prepared. Following the brief presentation in the school, Committee members viewed the proposed locations in the field. Based on the site inspection, the concept plans prepared by staff were approved subject to the following revisions.

Northern Portion - The children's play area shall include the existing play apparatus with sufficient space for a small creative play structure. Realignment of the existing paved walkway will be undertaken to suit the proposed park development.

Southern Portion - The proposed large creative play structure area will be shifted $\pm 30\text{m}$ north with allowance for a few traditional components such as swings. The existing asphalt walkway to the school would be realigned in the future to be located between the creative play structure and tennis courts and to link with the pathways proposed on the services corridor. This area is also to include a sun shelter. The spray facilities shown on both plans should be eliminated and replaced with hard surface areas for games such as four square and hopscotch.

Attached to these minutes are reduced copies of the revised concept development plans.

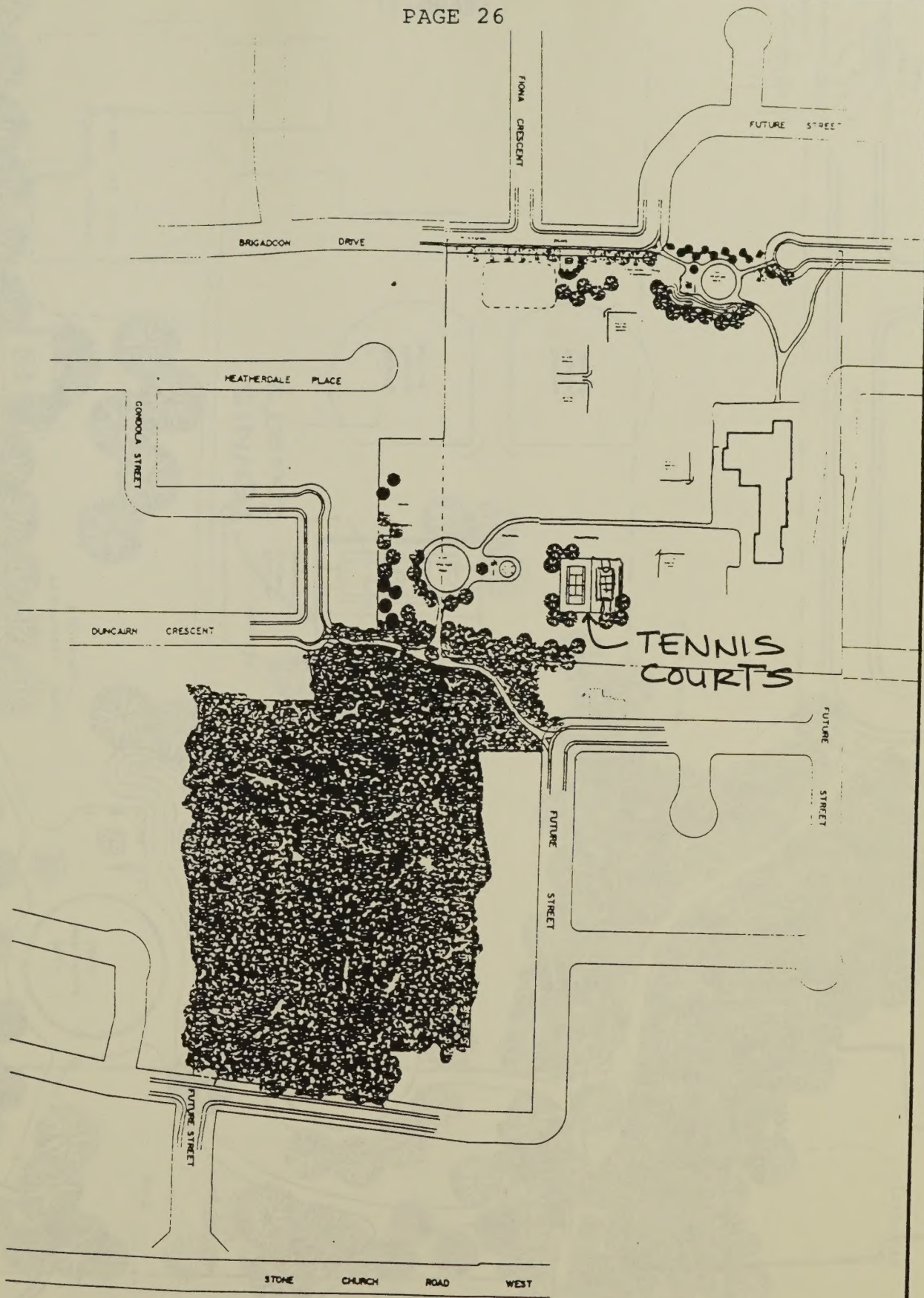
2. Parks Division staff were requested to contact the Board staff to determine if there are means of blocking vehicle access to the grassed areas.

3. The Committee agreed with the location of the tennis courts and requested staff to proceed with preparing construction drawings for the tennis courts and obtaining quotations to construct the courts early in the summer. Award of a contract to construct the tennis courts will not be until the Board of Education has given approval for the proposed locations.
4. The next Committee meeting is scheduled for 7:00 p.m., May 19, 1992 at James MacDonald School. The purpose of the meeting is to review the revised plans and cost estimates for the development.

The Committee asked staff to contact the Ward Alderman to arrange a Neighbourhood Public Meeting for 7:00 p.m., Wednesday, May 20, 1992 at James MacDonald School to seek approval of the concept plan. If this date is not suitable to the Alderman, an appropriate date is to be arranged in consultation with Mr. A. de Vries.

WJP/pw
attachment

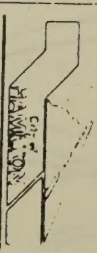
- c.c. Alderman D. Ross, Alderman, Ward 8
Alderman F. D'Amico, Alderman, Ward 8
Wesley Hicks, School Trustee, Hamilton Board of Education
Sue Rodgeron, School Trustee, Hamilton Board of Education
G. Smith, Manager of Technical Services



2367

NEIGHBOURHOOD PARK

GOURLEY



0200

MA/72

DATE	1/1/72
BY	MA/72
CHECKED	
APPROVED	

BRIGADON

DRIVE

PROPORTION

FAVUE

STREET

EXISTING NATURAL
LANDSCAPE

TRADITIONAL PLAY
EQUIPMENT

PLAY
STRUCTURE
AREA

EXISTING
BASEBALL
DIAMOND

SCHOOL

PROPERTY

EXISTING
BASEBALL
DIAMOND

EXISTING
BASEBALL
DIAMOND

EXISTING
BASEBALL
DIAMOND

JAMES
McDONALD
SCHOOL

CITY OF
HAMILTON

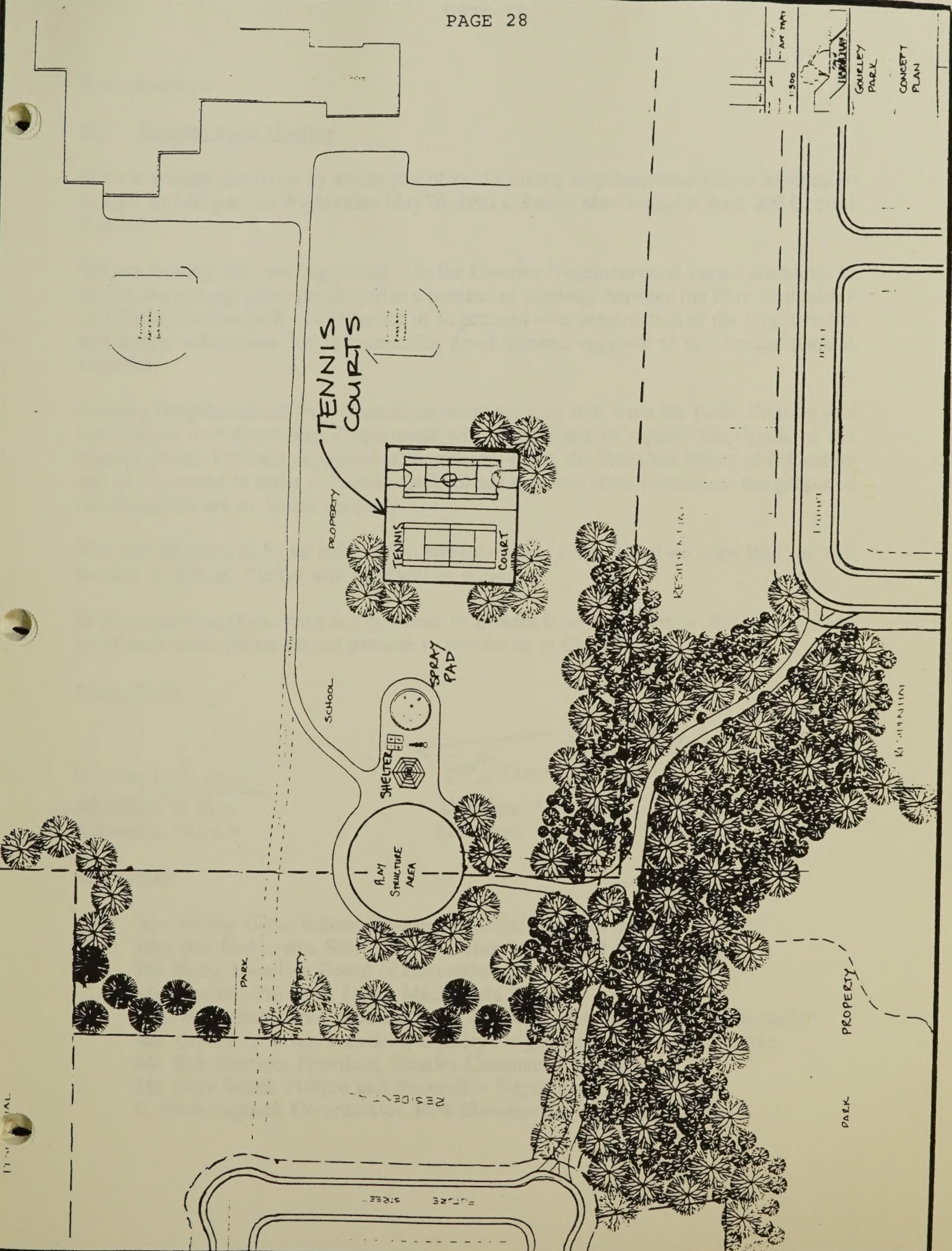
GOURLEY
PARK

CONCEPT
PLAN



Project No.	11-800
Client	City of Hamilton
Design	Architectural
Scale	1:100
Date	Aug. 20/03
Drawn by	
Checked by	
Approved by	

Project No. 11-800



GOULEY PARK
CONCEPT PLAN

1:500

PROPERTY

PROPERTY

PROPERTY

PARK

TENNIS
COURTS

PROPERTY

SCHOOL

SPRAY
PAD

SHELTER

PLAY
STRUCTURE
AREA

RESIDENTIAL

RESIDENTIAL

STREET

Dear Resident:

Re: Gourley Park Meeting

We are writing this letter to advise you of an upcoming neighbourhood public meeting to be held at 7:00 p.m. on Wednesday May 20, 1992 at James MacDonald School, 200 Chester Avenue.

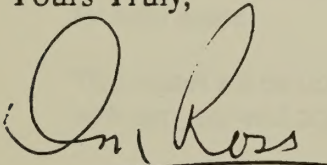
We are hosting this meeting jointly with the Gourley Neighbourhood Park Committee to review the concept plans developed at a number of meetings between the Park Committee and Parks Division staff. In order for us to proceed with construction of the tennis courts and budget submissions for the remaining developments, approval of the concept plans is required.

Gourley Neighbourhood Park Committee members, City staff from the Parks Division and the Culture and Recreation Department will be on hand to explain the details of the concept plans. Following approval of the concept plans, the Hamilton Board of Education will be contacted in order to receive their formal approval since portions of the proposed developments are on Board property.

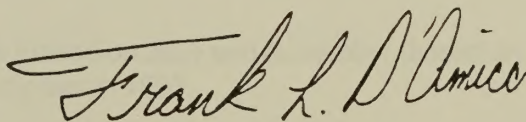
This should prove to be an informative and interesting evening and we hope that you will be able to join us. Coffee and juice will be served.

In the meantime, if you have any questions or if there is anything further that we can do to be of assistance, please do not hesitate to contact us at City Hall, 546-2730.

Yours Truly,



Alderman D. Ross
Alderman, Ward 8



Alderman F. D'Amico
Alderman, Ward 8.

attachment

- c.c. Mr. Wesley Hicks, School Trustee, Hamilton Board of Education
Mrs. Sue Rodgeron, School Trustee, Hamilton Board of Education
Mr. Riley, Hamilton Board of Education
Mr. Scarrow, Principal, James MacDonald School
Mrs. N. Nichols, Area Superintendent (Area 2), Hamilton Board of Education
Mr. Arnold de Vries, President, Gourley Neighbourhood Park Committee
Mr. Bob Johnson, President, Gourley Community Council
Mr. Gary Smith, Culture and Recreation Department
C. Firth-Eagland, Co-ordinator, Park Development and Maintenance

Education Centre
100 Main Street West
Hamilton, Ontario

1992 06 09

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: INTERIM FINANCIAL STATUS REPORT
Modified Cash Basis
Four Month Period Ended April 30, 1992

I am pleased to present the Interim Financial Status Report of The Board of Education for the City of Hamilton. It has been prepared on a modified cash basis. That is, current year expenditures and revenues are generally shown as they are paid or received. Commitments are included in expenditures.

This report, which is not a substitute for the financial forecast, compares the spending patterns for the first four months of 1992 to 1991.

Total expenditures and revenues are approximately at the same percentage of the total budgets for both years.

This report will be updated in September (based on July) and November (based on September), with our year end position reported in early March 1993.

RECOMMENDATION:

THAT the Interim Financial Status Report be received for information.

Prepared by: Irene Polidori, Manager, Financial Services
Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Approved by: Keith A. Rielly, Director of Education and Secretary

100-100000
100-100000
100-100000

100-100000

100-100000
100-100000
100-100000

100-100000

100-100000
100-100000
100-100000

100-100000
100-100000
100-100000

100-100000
100-100000
100-100000

100-100000
100-100000
100-100000

100-100000
100-100000
100-100000

100-100000
100-100000
100-100000

100-100000
100-100000
100-100000

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE FOUR MONTHS ENDED APRIL 30, 1992 & 1991**

	Budget	1992		Budget	1991		N o t e
		April 30	%		April 30	%	
EXPENDITURES (000'S):							
Salaries & Wages, Employee Benefits	229,615	82,062	35.7	212,576	76,681	36.1	
Travel, Personnel Training, Bursaries	887	262	29.5	1,303	285	21.9	
Books & Supplies	12,922	3,903	30.2	15,984	4,177	26.1	
Energy Costs	5,212	1,959	37.6	4,838	1,731	35.8	
Replace/New Equipment	1,797	44	2.4	3,702	69	1.9	
Debt Charges	2,333	65	2.8	1,490	224	15.0	1
Capital from Current, Repairs, & Permanent Improvements	7,671	2,218	28.9	9,144	2,048	22.4	
Rentals, Fees & Contractual Services	9,255	2,757	29.8	9,312	2,483	26.7	
Tuition Fees	3,998	1,168	29.2	3,383	941	27.8	
Charge Back of Taxes	2,350	783	33.3	1,622	541	33.4	
Provision for Reserves & Other	1,352	145	10.7	2,526	171	6.8	
TOTAL EXPENDITURES	277,392	95,366	34.4	265,880	89,351	33.6	
REVENUES (000'S):							
Levy for Mill Rate	159,289	50,087	31.4	153,982	54,330	35.3	
Supp. Taxes, T.&T., P.I.L., Surplus, Transfers	13,703	8,028	58.6	10,972	5,425	49.4	
Provincial Grants	83,625	21,756	26.0	81,716	19,960	24.4	
Other Provincial Revenue	1,029	539	52.4	935	522	55.8	
Tuition Fees	16,106	5,042	31.3	15,228	4,871	32.0	
Other Revenue	3,640	1,051	28.9	3,047	647	21.2	2
TOTAL REVENUES	277,392	86,503	31.2	265,880	85,755	32.3	

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO THE INTERIM FINANCIAL STATUS REPORT
FOR THE FOUR MONTH PERIOD ENDED APRIL 30, 1992**

EXPENDITURES

Note 1 Debt Charges

As of April 30, 1990 the outstanding debt of \$ 153,000 arising from the Delta renovation project was retired.

REVENUES

Note 2 Other Revenue

The increase in 1992 arises from

- (a) \$ 250,000 transferred from Capital Reserves
- (b) \$ 49,000 more interest earned due to increased investment funds
- (c) \$ 49,000 more in Recoverable Salaries from the Department of National Defence, due to three additional staff members on loan

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT
FOR THE YEARS ENDED DECEMBER 31, 1987 TO 1991

Actual

1987	1988	1989	1990	1991
------	------	------	------	------

EXPENDITURES (000'S):

Salaries & Wages, Employee Benefits	145,642	159,074	175,347	196,095	211,210
Travel, Personnel Training, Bursaries	673	881	1,090	1,060	967
Books & Supplies	11,875	14,721	15,450	15,118	15,149
Energy Costs	4,265	4,271	4,422	4,442	4,810
Replacement & New Equipment	2,345	3,570	3,605	2,955	3,634
Debt Charges	2,295	1,568	1,163	1,253	936
Capital from Current, Repairs, & Permanent Improvements	4,142	5,140	10,699	14,700	11,228
Rentals, Fees & Contractual Services	4,880	5,916	7,251	8,161	8,990
Admission Fees	1,574	1,810	2,436	2,842	3,803
Charge Back of Taxes	1,244	1,494	1,279	1,956	1,622
Provision for Reserves & Other	3,175	5,465	3,913	3,087	3,838
TOTAL EXPENDITURES	182,110	203,910	226,655	251,669	266,187

REVENUES (000'S):

Levy for Mill Rate	105,747	115,543	128,453	152,382	153,988
Refund of Taxes	0	545	0	0	0
Supp. Taxes, T.&T., P.I.L., Surplus(Deficit) Transfers	7,978	9,018	10,980	6,272	12,348
Provincial Grants	59,024	64,553	67,205	76,446	83,438
Other Provincial Revenue	352	328	741	915	1,027
Admission Fees	6,316	10,516	13,242	14,772	15,867
Other Revenue	4,656	5,187	4,668	3,997	4,987
TOTAL REVENUES	184,073	205,690	225,289	254,784	271,655

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE FOUR MONTHS ENDED 1992 04 30

CAPITAL RESERVES, RETIREMENT GRATUITY RESERVES & DOFASCO ASSESSMENT APPEAL RESERVES

CAPITAL RESERVES (000'S)

	<u>Budget</u> <u>1992</u>	<u>Actual</u> <u>1992 04 30</u>	<u>Actual</u> <u>1991 04 30</u>
Opening Balance	\$2,830	\$2,830	\$3,677
Revenues			
Transfer from Revenue - Operating Fund	-	-	-
Grants	-	-	-
Site Sales	-	-	5
Interest Earned	154	65	138
Property Rentals	148	-	-
	-----	-----	-----
	3,132	2,895	3,820
	-----	-----	-----
Expenditures			
Capital Projects	1,808	141	614
Transfer to Revenue - Operating Fund	250	250	-
	-----	-----	-----
Closing Balance	\$1,074	\$2,504	\$3,206
	=====	=====	=====

RETIREMENT GRATUITY RESERVES (000'S)

	<u>Budget</u> <u>1992</u>	<u>Actual</u> <u>1992 04 30</u>	<u>Actual</u> <u>1991 04 30</u>
Opening Balance	\$7,483	\$7,483	\$6,730
Revenues			
Transfer from Revenue - Operating Fund	1,483	-	-
Interest Earned	492	173	210
	-----	-----	-----
	9,458	7,656	6,940
	-----	-----	-----
Expenditures			
Gratuities Paid	2,020	135	215
	-----	-----	-----
Closing Balance	\$7,438	\$7,521	\$6,725
	=====	=====	=====

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE FOUR MONTHS ENDED 1992 04 30**

CAPITAL RESERVES, RETIREMENT GRATUITY RESERVES & DOFASCO ASSESSMENT APPEAL RESERVES

DOFASCO ASSESSMENT APPEAL RESERVE (000'S)

	<u>Budget 1992</u>	<u>Actual 1992 04 30</u>	<u>Actual 1991 04 30</u>
Opening Balance	\$2,872	\$2,872	\$N/A
Revenues			
Transfer from Revenue - Operating Fund	535	-	N/A
Interest Earned	215	67	N/A
	-----	-----	---
	3,622	2,939	\$N/A
	-----	-----	---
Expenditures			
	-----	-----	---
Closing Balance	\$3,622	\$2,939	\$N/A
	=====	=====	=====

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE FOUR MONTHS ENDED 1992 04 30
SUMMARY OF SHORT TERM INVESTMENTS (000'S)

	1992	1991
<u>SHORT TERM INVESTMENTS AS AT APRIL 30:</u>		
REVENUE - OPERATING FUND	-	\$1,715
CAPITAL RESERVES	\$2,585	3,965
CAPITAL FUNDS	265	-
RETIREMENT GRATUITY RESERVES	7,515	6,740
DOFASCO ASSESSMENT APPEAL RESERVES	2,806	-
	-----	-----
TOTAL PORTFOLIO	\$13,171	\$12,420
	=====	=====

INTEREST EARNINGS:

REVENUE - OPERATING FUND	\$85	\$17
CAPITAL RESERVES AND CAPITAL FUNDS	65	136
RETIREMENT GRATUITY RESERVES	173	234
DOFASCO ASSESSMENT APPEAL RESERVES	67	-
	----	----
TOTAL PORTFOLIO INTEREST EARNED FOR FOUR MONTHS	\$390	\$387
	====	====

INTERNAL BORROWING SUMMARY:

TOTAL INTERNAL BORROWINGS	\$17,346	\$20,880
TOTAL INTERNAL REPAYMENTS	17,213	20,880
	-----	-----
BALANCE @ APRIL 30:	\$133	\$0
	====	=

INTEREST EXPENSE FOR FOUR MONTHS:

REVENUE - OPERATING FUND	\$37	\$57
	==	==

Education Centre
100 Main Street West
Hamilton, Ontario
1992 06 09

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: MODIFIED ADULT BASIC EDUCATION

The attached report contains

- A brief history and update of the Adult Basic Education modified class located at Briarwood Adult Centre
- Costs and revenues reflecting September to December 1991

Recommendations

- 1) That the attached report be received for information only.
- 2) That the M.A.B.E. class continue as presently organized for the 1992-93 year.
- 3) That no additional students be accepted for 1992-93.
- 4) That a report outlining the future direction of this program be presented to the Trustees early in 1993.

Prepared by:	R. Leedale, Principal Adult and Continuing Education
Submitted by:	E. Bond Superintendent of Program
Approved by:	K. Rielly Director of Education and Secretary

1. The purpose of this document is to provide a clear and concise summary of the project's objectives, scope, and timeline. This document will serve as a reference for all project-related activities and decisions.

2. The project is expected to be completed by the end of the fiscal year. The timeline is subject to change based on the progress of the project and any unforeseen circumstances.

3. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

4. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

5. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

6. Project Objectives and Scope

7. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

8. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

9. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

10. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

11. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

12. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

13. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

14. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

15. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

16. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

17. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

18. The project is a high-priority initiative and will receive the necessary resources and support to ensure its successful completion.

MODIFIED ADULT BASIC EDUCATION

Background Information

The A.B.E. modified class began in November, 1987. Program content is literacy and numeracy. The curriculum materials used are the same materials as are used in the other A.B.E. classes. Expectations for students are as follows:

- a) regular attendance
- b) attention to task in class
- c) academic progress

Many of these students reach a level of academic readiness at a later point than others but they do continue to make real academic progress.

STUDENT LIST		
Date of Registration	Students	Number of years in class
March, 1991	1	1 year, 2 months
September, 1991	2	9 months
January, 1991	3	1 year, 5 months
October, 1991	4	8 months
July, 1991	5	11 months
March, 1988	6	4 years, 2 months
September, 1989	7	2 years, 9 months
September, 1991	8	9 months
February, 1990	9	2 years, 3 months
September, 1991	10	9 months
April, 1988	11	4 years, 1 month
September, 1989	12	2 years, 9 months
September, 1990	13	1 year, 9 months

- Note: 1) Student #6 is an older student who was institutionalized as a child and received no formal education. He works part-time.
- 2) Students #2 and #5 are residents of Wentworth County.
- 3) Math, reading and written expression levels range from Grade 1 - Grade 3.

Admission Requirements

Assessment for admission to the program is conducted in three ways:

- a) To determine literacy level
- b) To determine receptivity to instruction
- c) to determine the student's understanding of academic demands and the classroom environment. Students working at a grade 3 or higher level are referred for integration into regular A.B.E.

This assessment is carried out through informal evaluation, discussion and trial teaching. If a student does not respond positively to instruction in the trial teaching situation, a second appointment may be set up, in order to explore whether they are capable of academic growth.

Cost Implications

September to December 1991

Expenditures

-	Delivery Costs	\$15,615.00
-	Administration and Secretary Costs	625.00
-	Supplies	290.00
-	Learning Materials	330.00
		\$16,860.00

Revenues

Ministry Grant	\$15,167.04
----------------	-------------

Cost (Sept.-Dec. 1991)

\$ 1,693.00

Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

June 3, 1992

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: DELTA PROJECT

As requested, a report has been prepared regarding the integrated model of program delivery at Delta Secondary School. This report provides an overview of the implementation of this project to date.

Recommendation:

That the report of the Delta Project for an integrated model of program delivery be received for information.

Prepared by: Murray Kilby, Principal

Submitted by: Rick Binns, Superintendent of Schools, Area 3
Nancy Nicholls, Superintendent of Schools, Area 2

Approved by: Keith Rielly, Director of Education and Secretary

1. The first part of the report deals with the general situation of the country and the results of the survey. It is divided into two main sections: the first section deals with the general situation of the country and the second section deals with the results of the survey.

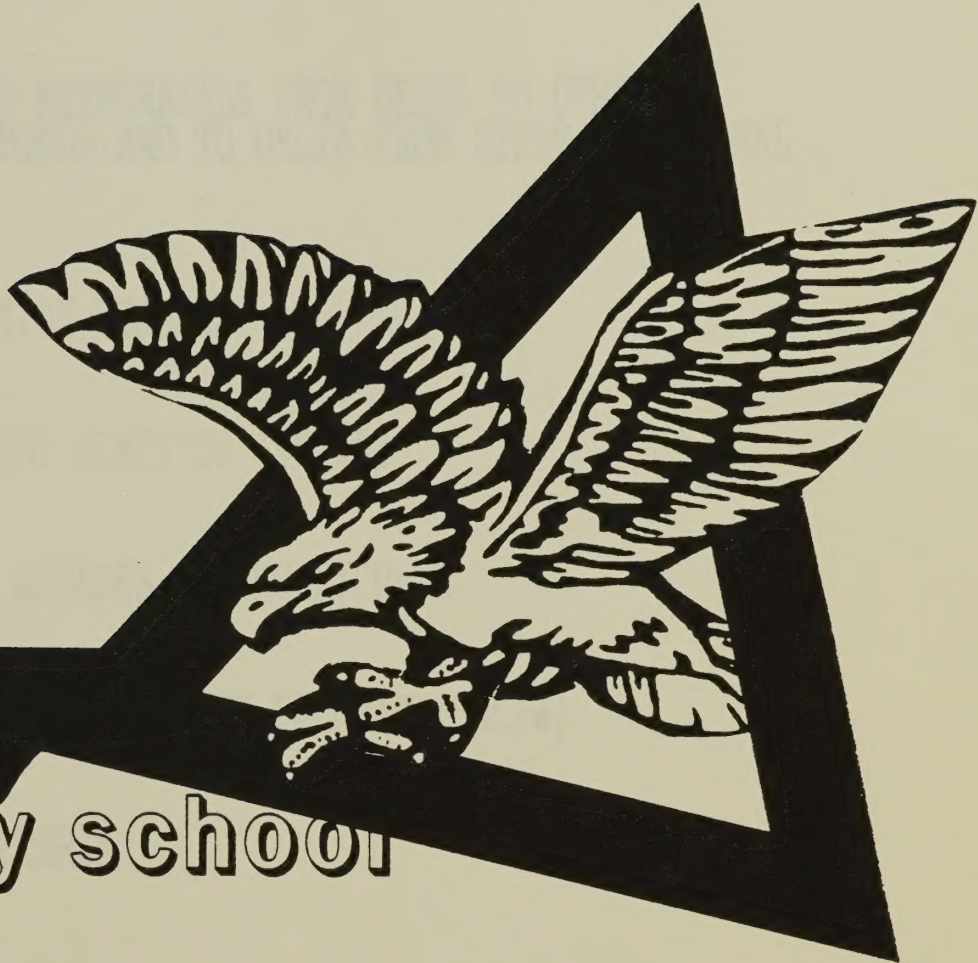
2. The second part of the report deals with the results of the survey. It is divided into two main sections: the first section deals with the results of the survey and the second section deals with the results of the survey.

CONCLUSION

3. The third part of the report deals with the conclusion. It is divided into two main sections: the first section deals with the conclusion and the second section deals with the conclusion.

4. The fourth part of the report deals with the conclusion. It is divided into two main sections: the first section deals with the conclusion and the second section deals with the conclusion.

5. The fifth part of the report deals with the conclusion. It is divided into two main sections: the first section deals with the conclusion and the second section deals with the conclusion.



ary school



TABLE OF CONTENTS

- A. HISTORICAL BACKGROUND
- B. ADMISSIONS AND WITHDRAWALS FROM DELTA TO OTHER VOCATIONAL SCHOOLS AND TO DELTA FROM OTHER VOCATIONAL SCHOOLS
- C. YEARLY EVALUATION RESULTS
- D. FAILURE RATE 1ST SEMESTER 1991/92
- E. STATUS OF "W" COURSES AND CURRICULUM
- F. GRADE 9 DESTREAMED SCIENCE PROGRAM (SNC1W)
- G. REPORT ON CAFETERIA

TABLE OF CONTENTS

A.	HISTORICAL BACKGROUND	1
B.	RESEARCH AND DEVELOPMENT FROM 1945 TO 1960 AND THE EFFECTS OF THE 1960S ON THE FUTURE	2
C.	RESEARCH EVALUATION RESULTS	3
D.	RESEARCH AND DEVELOPMENT FROM 1960 TO 1980	4
E.	STATUS OF "A" COURSE AND CURRICULUM	5
F.	STATUS OF RESEARCH AND DEVELOPMENT PROGRAM (R&D)	6
G.	REPORT ON CURRICULUM	7

A. HISTORICAL BACKGROUND

At the time of the resolution of Bill 30, when it was necessary to provide the Separate System with student spaces, the former Elizabeth Bagshaw school was transferred to the Separate Board to accommodate the students displaced, Laurier was built as a JK-5 school and Albion Vocational was refurbished to serve the middle school population.

The students from Albion were promised a basic level program in Delta. For the 1989-90 school year, Albion students agreed to attend Parkview or a school of their choice provided that the new program would be available at Delta for September 1990.

At the same time, the Board determined to close Briarwood in June, 1990 to provide a co-educational, tri-level school at Delta, students from Briarwood also had the option of attending the school of their choice.

In September 1990, Delta opened with 220 students taking a majority of their subjects at the basic level. With the assistance of Ministry renewal funding, the facilities were upgraded to provide a greater diversity of program options and accommodate the needs of students at three levels of difficulty.

Many of the programs began in September, 1990. Some were not introduced until the second semester to provide time to complete the necessary renovations. Communications and Foods programs have just completed one year's operation. This report will present information regarding the first year and a half of operation.

B. ADMISSIONS AND WITHDRAWALS FROM DELTA
TO OTHER VOCATIONAL SCHOOLS AND TO
DELTA FROM OTHER VOCATIONAL SCHOOLS

ADMISSIONS FROM OTHER VOCATIONAL SCHOOLS

SEPT. 90 - FEB. 1/92 = 160

WITHDRAWALS FROM DELTA TO OTHER VOCATIONAL SCHOOLS

SEPT. 90 - FEB. 1/92 = 33

NET INCREASE = 127

ADMISSIONS FROM OTHER VOCATIONAL SCHOOLS TO DELTA

SEPT. 90 - FEB. 1/92 = 83
EXCLUDING BRIARWOOD

WITHDRAWALS TO OTHER VOCATIONAL SCHOOLS

SEPT. 90 - FEB. 1/92 = 24
EXCLUDING BRIARWOOD

NET INCREASE = 59

ADMISSIONS FROM BRIARWOOD TO DELTA

SEPT. 90 - FEB. 1/92 = 77

WITHDRAWALS OF STUDENTS FROM BRIARWOOD AT DELTA TO
VOCATIONAL SCHOOLS

SEPT. 90 - FEB. 1/92 = 9

NET INCREASE = 68

C. YEARLY EVALUATION RESULTS

	SEPT. 89/JUNE 90 ENROLMENT SEPT. 30 - 781	SEPT. 90/JUNE 91 ENROLMENT SEPT. 30 - 1023	SEPT. 91/JAN. 31/92 ENROLMENT SEPT. 30 - 1066	FEB 1 - JUNE 92 ENROLMENT FEB. 28 - 1066
TOTAL NUMBER OF STUDENT REPORTS	5,000	6,247	3,394	
TOTAL NUMBER OF STUDENT REPORTS RECEIVING A FAILING MARK	558	751	370	
% OF REPORTS RECEIVING A FAILING MARK	11.2%	12.0%	10.9%	
% OF REPORTS RECEIVING A PASSING MARK	88.8%	88.0%	89.1%	

D. FAILURE RATE 1ST SEMESTER 1991/92

$$\frac{369}{3,394} = 10.9\%$$

ONE FAILURE - 118 STUDENTS	$\frac{2,478}{118}$	=	AVG. OF 21 PERIODS MISSED
TWO FAILURES - 54 STUDENTS	$\frac{3,564}{108}$	=	AVG. OF 33 PERIODS MISSED
THREE FAILURES - 37 STUDENTS	$\frac{3,441}{111}$	=	AVG. OF 31 PERIODS MISSED
FOUR FAILURES - 8 STUDENTS	$\frac{1,216}{32}$	=	AVG. OF 38 PERIODS MISSED

	1 FAILURE	2 FAILURES	3 FAILURES	4 FAILURES	TOTAL
ADVANCED	44	21	15	2	82
GENERAL	52	68	46	11	177
BASIC	10	8	16	4	38
INTEGRATED "W"	12	11	34	15	72
	118	108	111	32	369

- SUMMARY:
- 1. 22% OF THE FAILURES WERE AT THE ADVANCED LEVEL
 - 2. 48% OF THE FAILURES WERE AT THE GENERAL LEVEL
 - 3. 10% OF THE FAILURES WERE AT THE BASIC LEVEL
 - 4. 20% OF THE FAILURES WERE AT THE INTEGRATED "W" LEVEL

E. STATUS OF "W" COURSES AND CURRICULUM

FROM: Norma Jones

DATE: 1991 10 10

SUBJECT: Delta Project—Results of Survey and Action

(compiled from the questionnaire circulated to Department Heads, 1991 09 09)

Department	"W" Courses				Curriculum			
	Now in Place	February 1992	September 1992	September 1993	Done	Started	Not Started	Ongoing
ART	X					X		X
BUSINESS	X					X		X
ENGLISH				stack B & G		X		
DRAMA	X					X		X
FAMILY STUDIES	X				X			Modific.
GEOGRAPHY	X					X		X
HISTORY	X					X		X
LANGUAGES	stack		X			X		X
MATHEMATICS				stack G & A		X		
MUSIC	X					X		X
P.E.-HEALTH, BOYS	X					X		X
P.E.-HEALTH, GIRLS	X					X		X
SCIENCE	X					X		X
TECHNICAL	X					X		X

Suggestions

Time to work together as a department (4)

Time to meet other departments' "W" teachers (3)

School direction needed—philosophy re destreaming (4)

Help with concepts of evaluating group work, learning centres, strategies, new ideas; in-service (3)

Share/dialogue among departments (3)

DELTA SECONDARY SCHOOL

F. GRADE 9 DESTREAMED SCIENCE PROGRAM (SNC1W)

1. INTRODUCTION

- . Sept. '90 - June '91 15 classes
- . Sept. '91 - June '92 13 classes

- . Student Objectives

SNC1W Students Should:

- enjoy their science
 - be able to work with other students of varying abilities and be tolerant of these differences
 - improve their
 - . laboratory skills
 - . organizational skills
 - . behavioural skills
 - be able to follow directions
 - gain understanding of scientific concepts and knowledge
 - improve their self-motivation
 - develop a positive self image
- . In addition to assisting students achieve the course objectives, the teacher is required to produce as accurate an assessment as possible of the level of work a student is best suited for in Grade 10 Science.
 - . There is no question that this course involves student centered activity based learning.
 - . Two laboratories are totally committed to the Grade 9 program.
 - . A total of 10 staff members have been involved in developing and teaching the course.

2. The Program

- . John Henry, the Science Co-ordinator, searched for and eventually found, a program written specifically for destreamed classes.
- . It was the "insights to Science" program developed by the Inner London Education Authority (U.K.).
- . The Science Co-ordinator has given us invaluable support every step of the way. Whatever success we may have achieved is largely due to this support.
- . Course consists of 3 units:
 - 1. Water
 - 2. Materials
 - 3. Sound
- . Each unit consists of 24 Laboratory Investigations.
- . Supported by
 - Handouts of theoretical information
 - Exercises and Problems
 - Library investigations
 - Tutorials

- . Each laboratory activity contains both CORE and EXTENSION questions.
- . The course has been re-designed since its inception, being upgraded and "Canadianized".

3. Method of Delivery

- . Each unit divided into 3/4 sections.
- . Students progress at their own pace.
- . Students pick up the appropriate Laboratory Investigation Instruction Card on entering class and proceed with the investigation.
- . Each student is encouraged to work to her/his full potential.
- . Soon a wide range of completion of Laboratory investigations exists, as students proceed at different rates, as many as four different experiments may be going on at the same time.
- . Rate of progress is determined by the students ability, laboratory skills, reading and writing skills, work habits, motivation, self-confidence and attendance.
- . At a teacher determined time, when the majority of the students have completed most of the Lab investigations in a section, there is a thorough Socratic review of all the work covered in the section.
- . Followed by a section assessment (test), again containing both core and extension questions.
- . All students in a class start the next section together, no one falls behind.
- . Students hand in completed Lab activity answer sheets daily, for marking.
- . Every day each student completes a "Daily Progress Sheet".
- . This is a self-evaluation document, checked for authenticity by the teacher, daily.
- . This evaluates the affective (attitudinal) aspect of the students progress.
- . Anti-copying strategies are in place.

4. Evaluation

- . Generally regarded as a major challenge in integrated classes.
- . Evaluation strategies have been developed in the belief that students should have the opportunity of obtaining a mark equivalent to that which they would have achieved in "streamed" classes.

- . Student performances at CORE and EXTENSION level are recorded separately.
- . All students have equal opportunity to attempt and complete all parts of the program yet none are penalized for their inability to do so. Each student is assessed on his/her own achievements and not compared to others in the class. Thus a student with lesser ability working to his/her full potential is able to achieve a mark equivalent to that of a more capable student also working to the best of his/her ability.
- . Bearing these facts in mind, it became evident, that in order to assess each student accurately, mark calculations would have to be done according to three different scales and the application of all three to each student would then allow us to determine the most suitable level of grade 10 course.
- . Appendix B shows the detailed breakdown of the weightings of the three components of a student's performance according to three levels of ability.
- . At the lowest level the emphasis is on development of laboratory skills and the affective domain, with little emphasis on testing, while at level three assessments form the greatest part of the student's mark with the attitudinal component somewhat de-emphasized. Each student's mark is calculated in all three ways.
- . Having done all of these calculations, we are able to provide concrete evidence of the student's self-streaming and are able to make the required recommendations on the student's report.

Appendix A - Assessment overview
 Appendix B - Details of "three level" assessments
 Appendix C - Example of final course mark list
 Appendix D - Form of final report card

APPENDIX A

ASSESSMENT OVERVIEWSNC1W

SNC1W

AFFECTIVE

ATTITUDINAL:

- daily progress sheets
- laboratory behaviour
- monitor duties
- working with others
- clean up

COGNITIVE

ASSESSMENTS:

- section testing
- comprehension

LAB SKILLS:

- handling of equipment
- organization of data
- completeness
- presentation

APPENDIX B

ASSESSMENT OVERVIEW

SNC1W

DETAIL BY LEVEL

Level	1	2	3
Lab Skills	45% using total core questions on all labs. completed, (50% min) extension questions used as a bonus	35% using core questions on all labs., extension questions used as a bonus	35% using all questions on all labs.: i.e. both core and extension
Assessments	5% using core assessments only	25% using core assessments only	40% using both core and extension assessments
Attitudinal	50% based on daily recording sheets	40% based on daily recording sheets	25% based on daily recording sheets

APPENDIX C --- Example of a final course mark list

SNC1W-

MARK		Mark			NEXT COURSE LEVEL RECOMMENDED
		Calculation			
		Level# 1	Level# 2	Level# 3	
student 1		89%	95%	76%	A
student 2		93%	89%	66%	B
student 3		102%	102%	77%	A
student 4		101%	106%	84%	A
student 5		87%	81%	60%	B
student 6		93%	88%	65%	B
student 7		68%	58%	43%	B
student 8		87%	80%	62%	B
student 9		103%	100%	75%	A
student 10		82%	72%	57%	B
student 11		66%	59%	44%	B
student 12		89%	67%	49%	A
student 13		83%	74%	58%	B
student 14		75%	68%	49%	B
student 15		51%	34%	26%	B
student 16		33%	22%	18%	B
student 17		77%	69%	49%	B
student 18		105%	107%	81%	A
student 19		91%	92%	73%	A
student 20		81%	74%	58%	A
student 21		83%	75%	56%	B
student 22		68%	57%	44%	A

SNC1W FINAL REPORT CARDS

MID SEMESTER REPORT		
STUDENT MARK	STUDENT ABSENCES	
STUDENT LATES	SUBJECT MEDIAN	
FINAL REPORT		
FINAL MARK	SEMESTER ABSENCES	Lab skills } testing } comments attitudinal }
SEMESTER LATES	SUBJECT MEDIAN	
		'LAST LINE'

Possible 'FIRST LINE' comments:-

- Credit gained at { BASIC
GENERAL LEVEL
ADVANCED }
- Failed to achieve credit.

Possible 'LAST LINE' comments:-**Recommended for:-**

- { BASIC
GENERAL LEVEL
ADVANCED } grade 10 science { SNC2B
SNC2G
SNC2A }
- { BASIC
GENERAL LEVEL
ADVANCED } grade 11/12 science { SCIENCE FOR COSMETOLOGY
SBA3G SCA3G SPA4G
SBI3A SCH3A SPH4A }
- No recommendation possible due to lack of performance.

DELTA SECONDARY SCHOOL

G. REPORT ON CAFETERIA



MAY 1992



UNITED STATES DEPARTMENT OF AGRICULTURE

REPORT ON DISEASES

PLANT	
CULTIVATOR	
LOCALITY	
DATE	
NAME OF DISEASE	
CHARACTER OF DISEASE	
CAUSE OF DISEASE	
TREATMENT	
REMARKS	

1. Name of plant

2. Name of cultivator

3. Locality

4. Date

5. Name of disease

6. Character of disease

7. Cause of disease

8. Treatment

9. Remarks

DELTA SECONDARY SCHOOL

REPORT ON CAFETERIA

Number of classes in each semester

1. Feb. 1991 - June 1991

<u>Period</u>	<u>Course</u>	<u>Numbers</u>	<u>Total</u>	<u>Actual Ave.Class</u>	<u>Contract Ave.Class</u>
Per.1	TFC1W/2G	17/10	27	Ave.Class	Contract
Per.2	TFC3G	15	15	Size	Ave.Size
Per.3	TFC1W/2G	16/6	22	21.3	Tech.18.0
			64		

2. Sept. 1991 - Jan. 1992

Per.1	TFC2B	13	13	Ave.Class	Contract
Per.2	TFC3G/3B	10	10	Size	Ave.Size
Per.2	TFC3G/3B	10	10	14.0	Tech.18.0
Per.3	TFC2G	22	22		
			55		

3. Feb. 1992 - June 1992

Per.1	TFC2G	19	19	Ave.Class	Contract
Per.2	TFC4B/4G	5/12	17	Size	Ave.Size
Per.3	TFC1W	26	26	20.7	Tech.18.0
			62		

Projections for 1992-93 (students in courses as of May 31/92.)
 7 Classes: 4 first semester
 3 second semester

DELTA SECONDARY SCHOOL
CAFETERIA REVENUE/EXPENSES

JANUARY 1, 1992 - APRIL 30, 1992

REVENUE

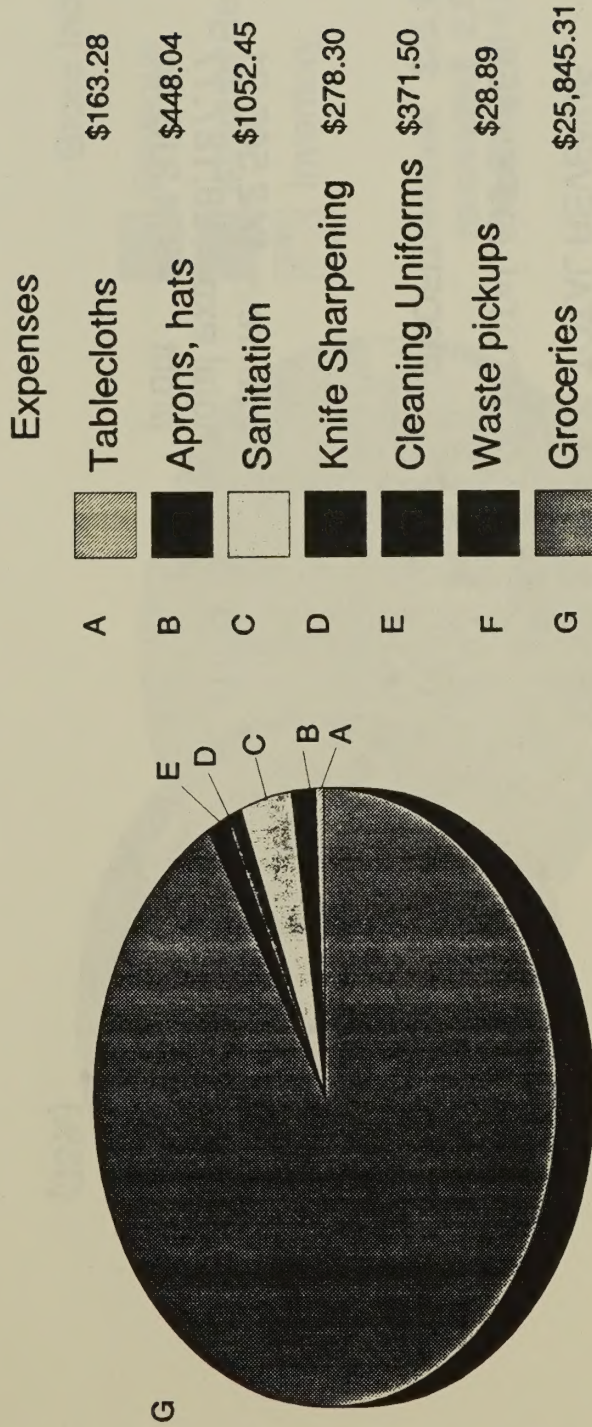
Cash Receipts	\$25,911.65	
Accounts Receivable	2,519.35	
Inventory On Hand	<u>14,075.21</u>	
TOTAL REVENUE		<u>\$42,506.21</u>

EXPENSES

Sanitation	\$ 1,081.34	
Uniforms & Supplies	1,261.12	
Groceries	<u>25,845.31</u>	
TOTAL EXPENSES		<u>\$28,187.77</u>
NET PROFIT		<u>\$14,318.44</u>

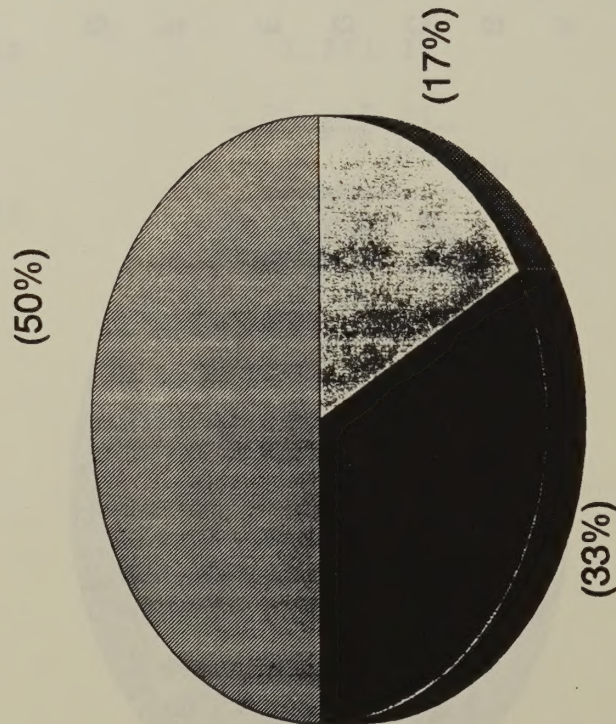
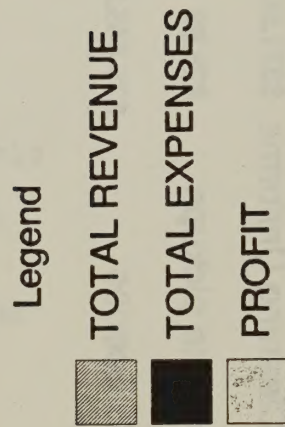
Cafeteria Expenses 1992

January 1, 1992 - April 30, 1992



PROFIT

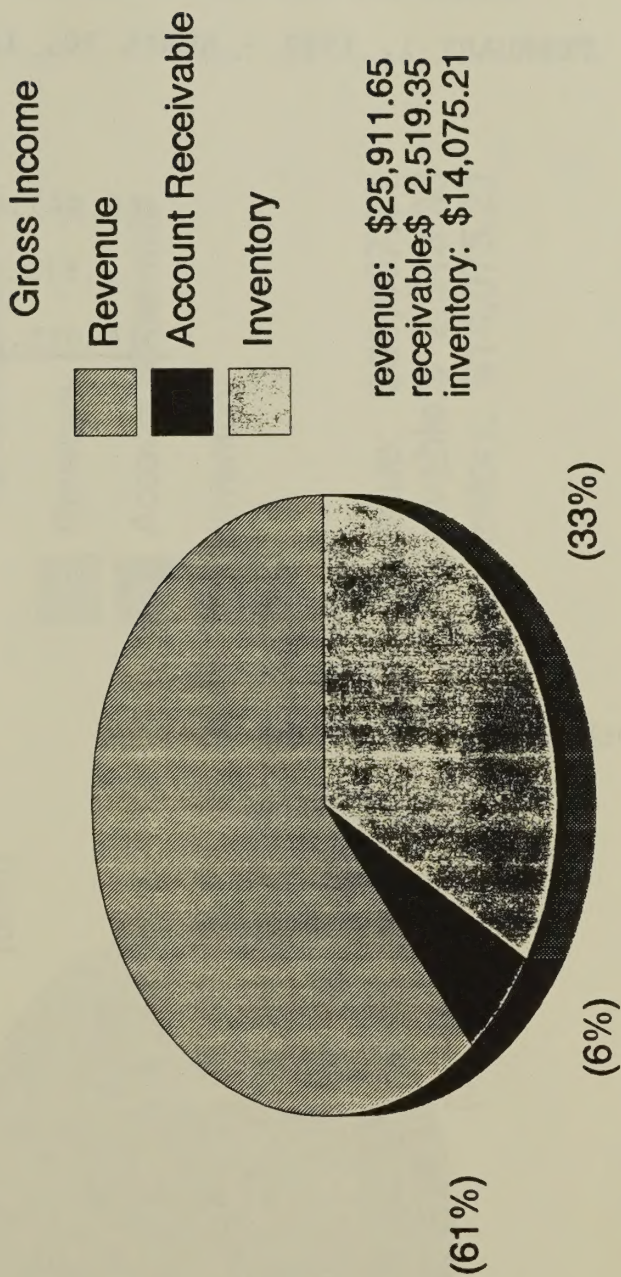
JANUARY 1, 1992 - APRIL 30, 1992



total rev= \$42,506.21
total exp=\$28,187.77
profit = \$14,318.44

Cafeteria Revenue 1992

January 1, 1992 - April 30, 1992



DELTA SECONDARY SCHOOL
CAFETERIA REVENUE/EXPENSES
FEBRUARY 1, 1991 - APRIL 30, 1992

REVENUE

Cash Receipts	\$65,667.61	
Accounts Receivable	2,519.35	
Inventory On Hand	<u>14,075.21</u>	
TOTAL REVENUE		<u>\$82,262.17</u>

EXPENSES

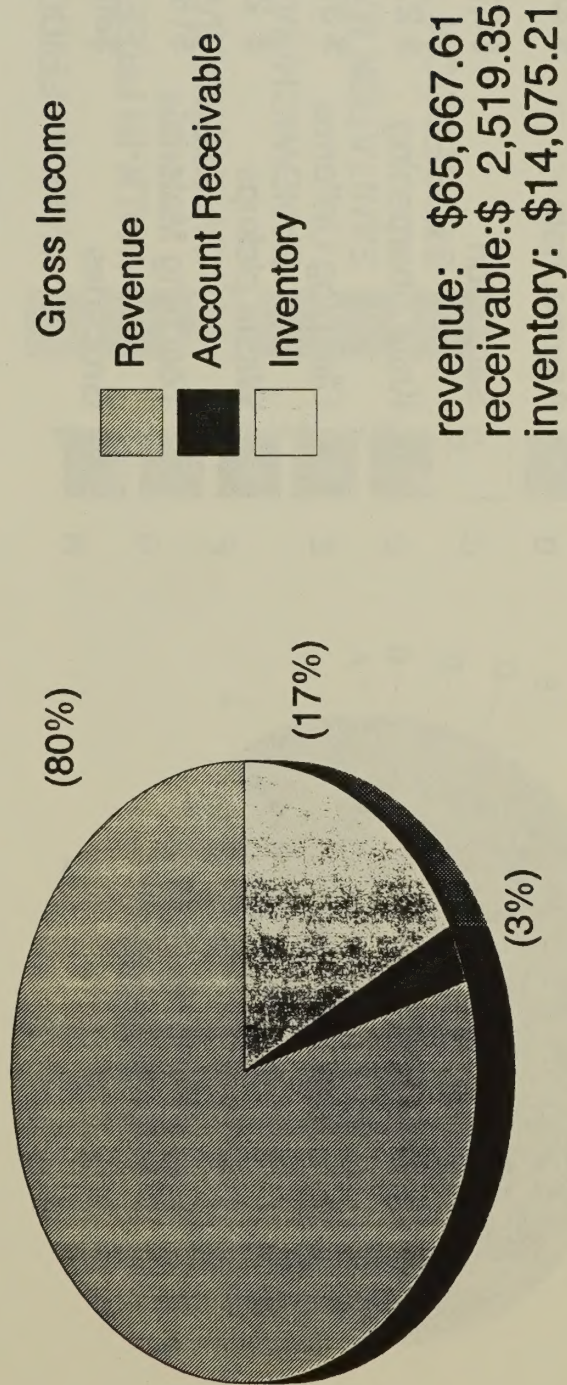
Sanitation	4,822.78	
Uniforms & Supplies	1,261.12	
Teaching Materials & Others	1,897.44	
Groceries	<u>80,011.08</u>	
TOTAL EXPENSES		<u>\$87,992.42</u>

NET LOSS

(\$ -5,730.25)

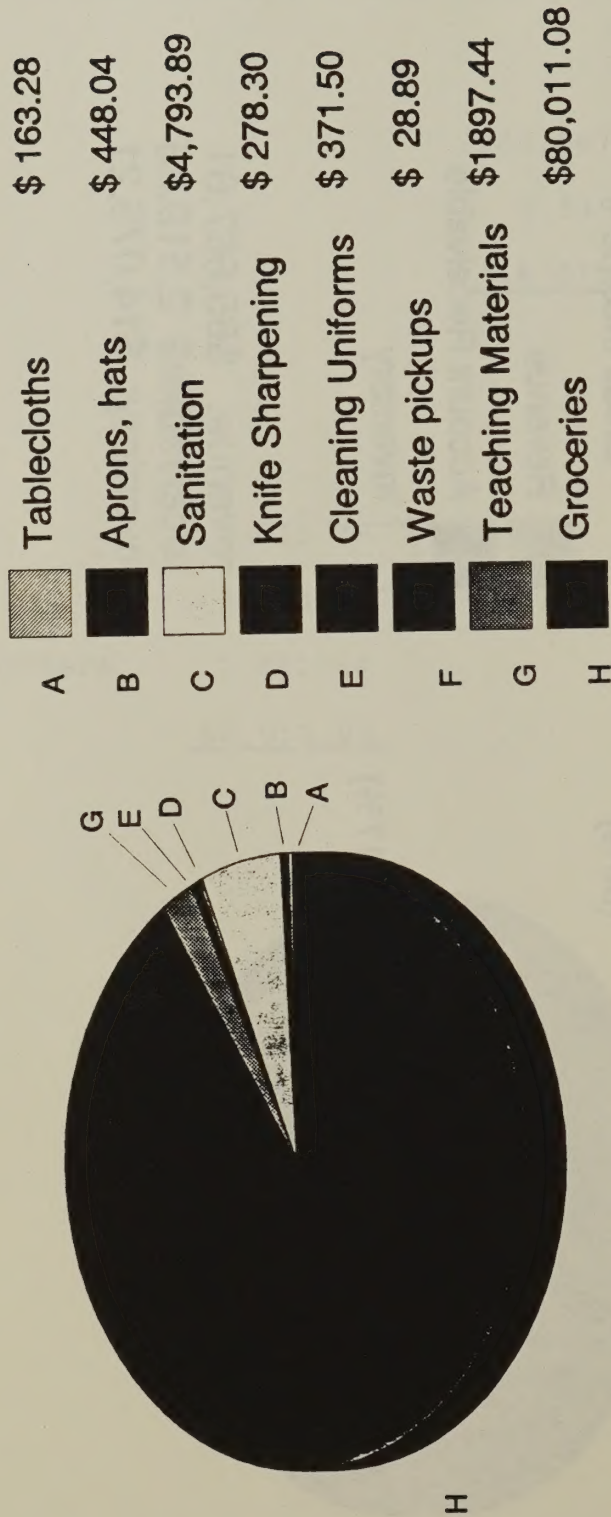
Cafeteria Revenue 1991-92

February 1, 1991 - April 30, 1992



Cafeteria Expenses 1991-92

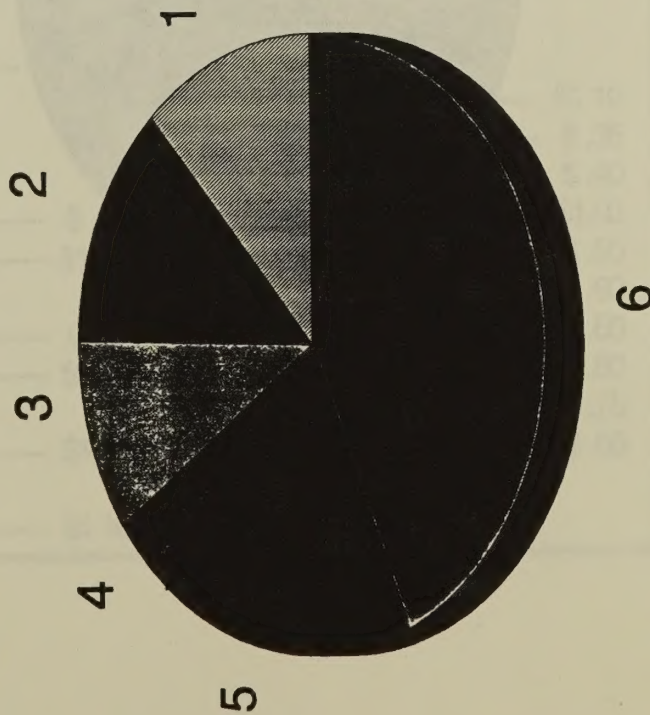
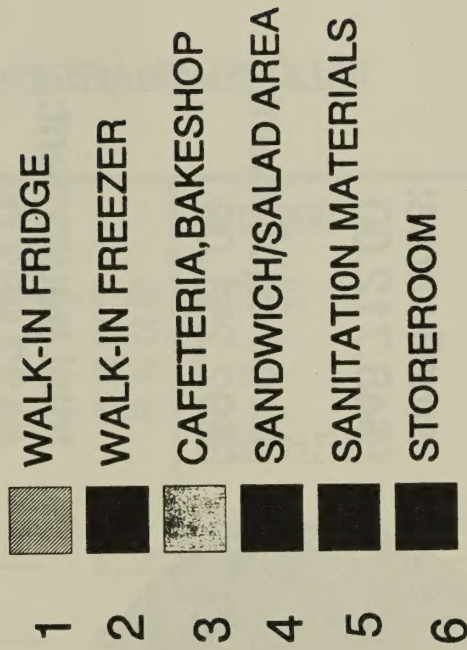
February 01, 1991 - April 30, 1992
Expenses



CAFETERIA INVENTORY

APRIL 30th, 1992

Legend



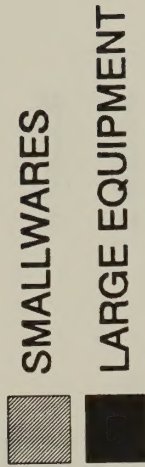
- 1. \$1685.48
- 2. \$1810.82
- 3. \$1406.00
- 4. \$ 440.16
- 5. \$2673.00
- 6. \$6059.86

total= \$14,075.32

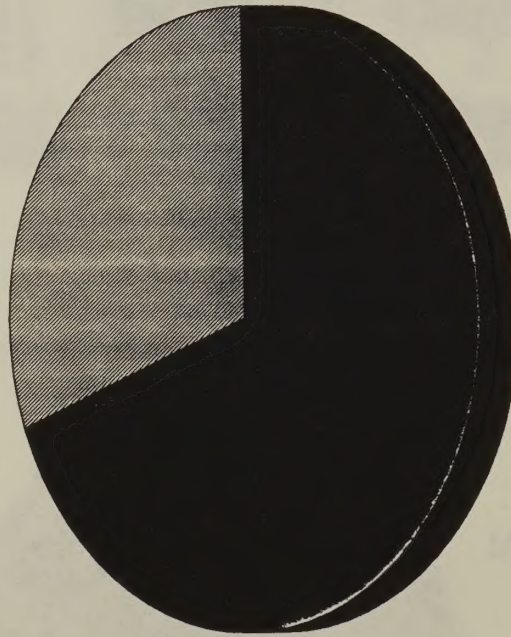
EQUIPMENT EXPENDITURES

FEBRUARY 1991

Legend



(31%)



(69%)

smallwares:
\$48,712.00

large equipment:
\$92,251.00

total equipment:
\$132,963.00

CAFETERIA MENU PRICE LISTSANDWICHES

MEAT AND FISH-----	\$1.50
CHEESE AND EGG-----	\$1.25
STUFFED PITA'S-----	\$1.25
SUMARINE SANDWICHES-----	\$1.50

SALAD BAR

SMALL-----	\$1.25
LARGE-----	\$2.50

DRINKS

COFFEE-----	\$.50
HOT CHOCALATE-----	\$.60
JUICE-----	\$.60

MILK

SMALL WHITE-----	\$.60
LARGE WHITE-----	\$1.10
SMALL CHOC-----	\$.70
LARGE CHOC-----	\$1.20
MILKSHAKES-----	\$1.50
GATORADE-----	\$1.10

HOT FOODENTREE

\$2.25-\$3.25

FRENCH FRIES

SMALL-----	\$.90
LARGE-----	\$1.50
WITH GRAVY-----	10 CENTS X-TRA

FRESH PIZZA

VEGETARIAN AND MEAT-----	\$1.25
--------------------------	--------

SOUP DU JOUR

CROUTONS OR CRACKERS--	\$.70
------------------------	--------

DESSERTS

YOGURT-----	\$1.10
COOKIES-----	\$.35
MUFFINS-----	\$.40
DRUMSTICKS-----	\$1.00
FRESH FRUIT-----	\$.50
FRUIT COCTAIL-----	\$.60
PUDDING-----	\$.60
JELLO-----	\$.60
DANISHES-----	\$.75
BROWNIES-----	\$.60

FOOD SCHOOL
CATERING PRICE LIST

SAVORY TRAYS

CHEESE TRAY	(SERVES 10-12)	\$25.00 PER TRAY
CHEESE TRAY	(SERVES 20-25)	\$38.00 PER TRAY
CHEESE & FRUIT TRAY	(SERVES 10-12)	\$28.00 PER TRAY
ASSORTED SANDWICH TRAY	(SERVES 10-12)	\$15.00 PER TRAY
ASSORTED MEAT TRAY	(SERVES 20-25)	\$35.00 PER TRAY
RELISH TRAY	(SERVES 10-15)	\$15.00 PER TRAY
RELISH TRAY	(SERVES 20-25)	\$25.00 PER TRAY

HOT/COLD SAVORY TRAYS

ASSORTED SAVORIES	(SERVES 10-12)	\$12.00 PER TRAY
(QUICHE, SAUSAGE ROLLS ETC.) (ALLOW 3 PER PERSON)		

BAKED ITEMS

BIRTHDAY CAKE	(SERVES 10-12)	\$8.50
BIRTHDAY CAKE	(SERVES 15-20)	\$10.50
DECORATED SLAB CAKE	(SERVES 25-30)	\$18.50
DECORATED SLAB CAKE	(SERVES 80-100)	\$35.00
CHEESE-CAKE	(SERVES 12-15)	\$15.00
BLACK FOREST CAKE	(SERVES 9-12)	\$12.50
CARROT CAKE	(SERVES 12-15)	\$10.50

PASTRY TRAYS

ASSORTED PASTRIES	(SERVES 10-12)	\$12.00
(TARTS, SHORTBREAD, SQUARES, BROWNIES, ETC)		
(ALLOW 3 PER PERSON)		
ASSORTED PASTRIES	(SERVES 20)	\$20.00
ASSORTED PASTRIES	(SERVES 50)	\$50.00

Delta Secondary School:

Cafeteria Revenue Account Clients:

February 1991 - June 1992

Administration Dept:

Cabinet meetings, Staff meetings, Visiting Dignitaries, Parent Breakfasts,
Parents Nite, Delta Project, Co-Operative Luncheon,

Departments that have used the Food Services Program for catering:

Business Dept:

Drama Dept:

English Dept:

Family Studies Dept:

Guidance Dept:

Geography Dept:

History Dept:

Languages Dept:

Learning Resource Dept:

Math Dept:

Physical Education Dept:

Science Dept:

Technical Dept:

Student Council:

(Delta Soccer Team, GAC Banquet, BAC Banquet, Grade 8 tours, Business Awards luncheon and reception, "Whenever i Feel Afraid" play, Outers Club, Paris Breakfast, Cooking Demonstrations, Graduation Ceremonies, Night Class, "Chez Murray", Race Relations, Principals/Vice-Principals Meetings, Monthly Staff Luncheons, Student Christmas Luncheon, Home-School Association, Parents Awareness "community Nite", Pumpkin Carving contest, Fashion Show, Curriculum Writing teams, Delta Student Awards, Birthday luncheon, Japanese Board of Education Visitors)

Hamilton Board Of Education:
Ministry of Education Symposium:
O.S.S.T.F. Bakery Request
Technical Co-ordinators Dinner Attn: Jim Kerr
Technical Heads meeting Attn: Jim Kerr
Technical Symposium Attn: Jim Kerr
Social Committee Attn: Giselle White
Art Dept: Attn: Bruce Hoskins
Area 2 Secretaries Week Luncheon Attn: Nancy Nichols

Glendale Secondary School: Graduation, Retirement luncheon, Awards Banquet
A.M. Cunningham School: Breakfast
Queen Mary School: Awards, Graduation Ceremonies Attn: Trish Donnelly
Glen Brae School: Coffee Set-up Attn: David Staple
Memorial School: Luncheon, Coffee Set-up.

Volunteer & Community Service:

St. Peter's Hospital: Gingerbread houses, Christmas cookies and Caroling
St. Joseph's Hospital: Gingerbread houses, Christmas cookies and Caroling
O.S.A.I.D : Car wash and cookies and brownies donations
InAsMuch house (home for Battered Women): Weekly food donations
St. Vincent De Paul: Christmas Food donations
Pamela Purves & Assoc. : Chamber of Commerce
Birthday Party Catering, Wedding Reception Catering,
First Holy Communion Reception,
Operation Santa Claus Food Donations;
Baby Shower
Cake and Bakery orders from local Community members
25th Wedding Anniversary Reception

Education Centre
100 Main Street West
Hamilton, Ontario
1992 06 09

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Middle School Preliminary Review

The primary function of the Preliminary Review was to determine areas of strength and need in each Middle School in order to develop a plan to promote effective growth at the school level.

The Preliminary Review consisted of a list of indicators to determine the extent to which Middle School teachers are presently implementing the seven key areas identified for good Middle School programming in the Middle School Action Plan. The indicators included in the Preliminary Review were: Observation, Identification, Planning, Instruction, Evaluation and Student Support.

Teachers completed the questionnaire confidentially between March 26 and April 3, 1992.

The school-specific results of the Preliminary Review will be used by each school to update the school plan. Area and program teams will use area and system-wide data to plan the effective allocation of support resources to the points where they are needed. Using the data as a foundation schools, areas and the Program Department may act in a co-ordinated manner to ensure efficiency and effectiveness in supporting planned growth.

A further review in 1994-1995 will measure student learning outcomes and the changes in the levels of implementation measured in this Preliminary Review.

Outlined in this report is:

- the **background information** about the review
- the **process** of the review
- the **system report** generated by the review
- the **strategies** in place for using the data from the review.

Note: A copy of the Preliminary Review is available upon request through the Superintendent of Program.

Recommendation:

That the Report on the Middle School Preliminary Review be received for information.

Prepared by: R. Clark
Special Assignment, Middle School

Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

This review was the work of the following people, all of whom are dedicated to improving Middle School education in Hamilton:

Gail Belisario
 Louise Boecker
 Marg Campbell
 Sandy Campbell
 Frank Cooke
 Rosaline Dean
 Tim Dexter
 Tina Falbo
 Trish Fulton
 Terry Gallagher
 Kathie Hibbins
 Sandy Hill

Barbara Jepson
 Connie Kidd
 Brad Kuhn
 Doug Lenz
 Vic Lepp
 Jane Locke
 Joanne MacIntosh
 Ann Manson
 Bill Manson
 Jim Marino
 Gwen Mowbray
 Jack Niewland

Elaine Panting
 Marlene Rielly
 Marg Schneider
 Richard Simpson
 John Smith
 David Staples
 Marilyn Stewart
 Karla Tessaro
 Stewart Thompson
 Mary Jean Tyczyinski
 Giselle Whyte
 Linda Woolfrey-Cooper

Without their efforts and the support of the Program Department, under both Darrel Skidmore and Elizabeth Bond, the review would not have been possible.

MIDDLE SCHOOL PRELIMINARY REVIEW

Background Information

For the last decade teachers in Hamilton with 11 to 14 year old students have been actively exploring Middle School concepts: program ideas which have arisen from research about transescent learners. These efforts resulted in a Middle School Action Plan which was passed by the Board in April 1991. The Action Plan requires that "a preliminary review of Middle School program be conducted at each school".

The primary function of the Preliminary Review was to determine areas of strength and need in each middle school in order to develop a plan to promote effective growth at the school level

The **follow up review of 1994-95**, also mandated by the Action Plan, will determine the extent of implementation that has taken place and to what extent improvements in delivery have improved student outcomes.

Process

A Middle School Preliminary Review Steering Committee, comprised of teachers, administrators, Area Supervisors, a trustee, a Research Analyst and Federation representatives, set the original direction for the Preliminary Review in the late fall of 1991. From that point a larger group of teachers, co-ordinators and administrators began the task of developing a set of indicators which would reflect the seven key areas listed below from the Middle School Action Plan:

ACTIVE LEARNING is a teaching/learning strategy or set of strategies that encourage students to become active participants rather than passive observers in the act of learning. It is a participatory process which involves the learner in **experiencing, reflecting, interacting, communicating and evaluating**.

KEYED TO ABILITY The patterns and rates of early adolescent development suggests a great need for many approaches to instruction. Strategies which facilitate learning are consistent with the developmental abilities of students.

RELEVANT/INTERESTING The Middle School program addresses individual and shared interests of the emerging adolescent and bring them into close connection with the outside world.

INTEGRATED Integrated learning experiences counterbalance the artificial divisions that may be created by excessive subject orientation. Holistic learning experiences allow students to see the natural connections or relationships that exist between subjects.

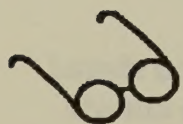
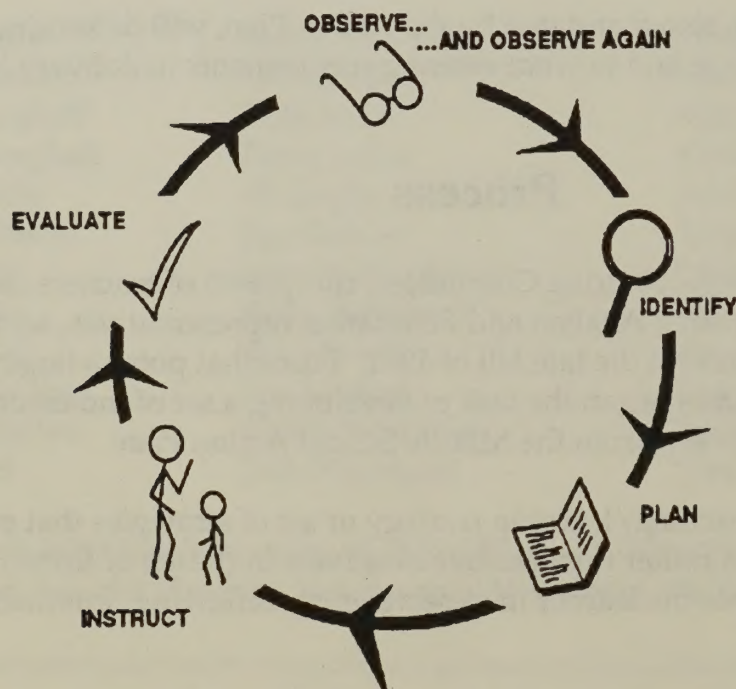
LEARNING TO LEARN Since the volume and composition of knowledge is changing so rapidly the process of learning has become as important as the products of that learning. Thinking skills, problem-solving strategies, information retrieval and management, literacy, numeracy

and values issues are all part of the Middle School program.

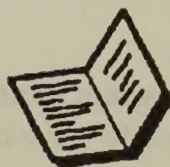
EVALUATION The purpose of student evaluation is to promote learning by setting a context for learning and by providing useful information for students, parents/guardians and teachers regarding the extent to which stated learning objectives have been met.

STUDENT SUPPORT The needs of a Middle School learner clearly indicate the requirement for individual and personal support from caring, nurturing adult models.

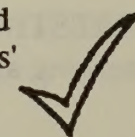
The indicators developed from these seven key areas comprised the Preliminary Review. These indicators are found in the Teaching/Learning Cycle, adopted from Growing Into Language:



OBSERVE
What is the student doing?



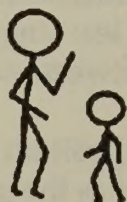
PLAN
What are the appropriate materials and strategies for the students' stage of development?



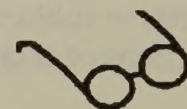
EVALUATE
Has learning taken place according to the stated objectives?



IDENTIFY
Where is the student functioning in relation to the learning strands?



INSTRUCT
Carry out the program.



OBSERVE AGAIN
What is the student doing now?

The Preliminary Review was revised by the Middle School Development Committee and validated by the Middle School Preliminary Review Steering Committee. Before Being released it was field tested by teachers and reviewed by parents recommended by the Home and School Association.

Aservice on the use of the Preliminary Review was provided over several sessions with middle school principals. After becoming familiar with the Preliminary Review document the principals met with their respective Area Supervisors to plan the review process for their schools. The Preliminary Review was distributed to each middle school teacher by the principals on or after March 26, 1992, to be completed and returned anonymously to Research Services by April 3, 1992.

System Report

INTERPRETATION

Although there may be some variation from middle school to middle school the following general patterns may be seen at the system level.

MAJOR STRENGTHS

- Middle school teachers appear to use a **wide variety of evaluative tools** and to **balance these strategies to promote learning and communication** (items 12-15, 145-151, 158-162).
- Similarly, the review data suggests that middle school teachers **select strategies from a broad range of methods for identifying the knowledge, skills and attitudes** of their middle school students (items 1-19, 152-157).
- Middle schools teachers are **aware of the social and emotional needs of their students and are attempting to meet those needs** (items 175-198).

MAJOR AREAS FOR IMPROVEMENT

- **Teaming for both planning and for teaching** has been shown to be an effective and efficient strategy for middle school instruction. The review demonstrated that such teaming is relatively infrequent (items 28-56).
- Research clearly demonstrates that 11 to 14 year old learners operate primarily in the **concrete rather than in the abstract**, yet the review data shows that students at this level are expected to work more frequently in the abstract than in the concrete (items 57-71, 101-105).
- We live in an **oral, visual, technological** world but communication in middle school classrooms is more frequently in written form than in any other medium (items 57-79, 127-134, 152-156).
- **Exploratory experiences and connections with the world outside the classroom** are infrequent in schools (items 81-87).

STRATEGIES FOR USE OF THE DATA

SCHOOLS

Each middle school principal has received in-service about how to interpret the school results and how to work with the school staff to celebrate their successes and prioritize their needs. On June 17 the principals will review how best to develop and incorporate the strategies for meeting those needs into their school plans, both for 1992-93 and for the next several years.

AREAS

Each Superintendent of Schools has received data from each of the middle schools in the Area and the summarized data for the Area as a whole. It is expected that the Area team will work with each school to use its resources effectively to support school plans. Simultaneously the team will incorporate new directions, based on the review data, into the Area plans. Such directions will be co-ordinated with Program Department initiatives.

PROGRAM DEPARTMENT

Each Co-ordinator will receive a summary of the data from teachers working in the relevant subject area(s). Again, it is expected that subject teams will determine areas for celebration and areas of need and will plan and act accordingly, in co-ordination with the Area teams.

CO-ORDINATION OF SUPPORT

Specific areas of need will be identified by each school. Those in turn will be recognized by the Area teams and the Program department. In that manner schools may be grouped to receive specific, planned support. Such support will be effective because it will be provided only where needed and because it can be effectively co-ordinated through Area teams and the Program Department.

SPECIAL MEETING OF THE
OPERATIONS MANAGEMENT COMMITTEE

1992 06 29

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

URBAN MUNICIPAL
JUN 30 1992
GOVERNMENT DOCUMENTS

1. Transportation Policy

a) Presentations regarding the changes to the Transportation Policy:

- i) Cathey Tweedle - Chedoke Middle School - **Package #1**
- ii) Eva Crevier - Prince Philip School - **Package #2**
- iii) Vicki Woodcox - Chedoke Middle School and Feeder Schools of Mountview, Holbrook, Seneca and Gordon Price - **Package #3**
- iv) Jim Borkosky - Thornbrae/Burkholder area - **Package #4**
- v) Mary Gazda/Donna Higson - Prince Philip School - **Package #5**
- vi) Margaret Laberto/Kathy Andronico - Lawfield Middle School - **Package #6**

b) Letters re Discontinuance of School Bus Service:

- .Alderman H. Merling - **Page 1**
- .Colleen Graham - **Pages 2 and 3**
- .Fred and May Barrett - **Page 4**
- .Darin and Maureen Ouellette } **Referred from 1992 06 18 Board.**
- .Joan Hobbs } **Please refer to copies of this**
- .Susan Penrose } **correspondence attached to your**
- .Lynne Robins } **Board Agenda package**
- .Lynn Miller }

c) Information from the officials relative to changes resulting from the revised Transportation Policy - **Pages 5 to 10**

1890

REPORT OF THE COMMISSIONER OF THE GENERAL LAND OFFICE

FOR THE YEAR 1890

GENERAL LAND OFFICE

PRINTED BY THE
GOVERNMENT PRINTER

The following is a list of the principal events which have occurred during the year 1890, in connection with the General Land Office, and which have been reported to the Commission of the General Land Office.

1. The following is a list of the principal events which have occurred during the year 1890, in connection with the General Land Office, and which have been reported to the Commission of the General Land Office.

2. The following is a list of the principal events which have occurred during the year 1890, in connection with the General Land Office, and which have been reported to the Commission of the General Land Office.

3. The following is a list of the principal events which have occurred during the year 1890, in connection with the General Land Office, and which have been reported to the Commission of the General Land Office.

4. The following is a list of the principal events which have occurred during the year 1890, in connection with the General Land Office, and which have been reported to the Commission of the General Land Office.

As you can see, walking to school is no longer comparable to when we were young!!

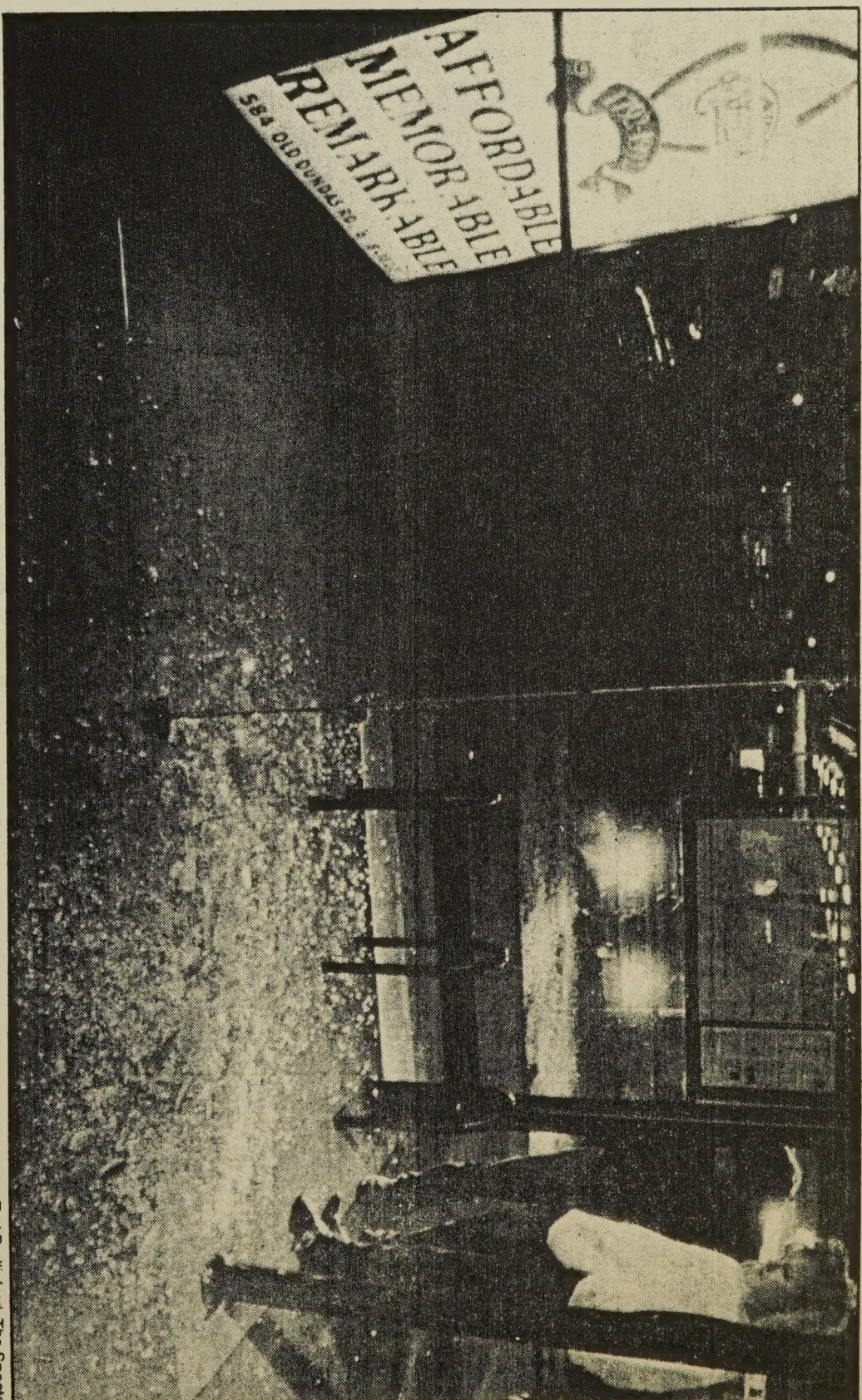
I extend an invitation to you to walk in the footsteps of our children (or your children or grandchildren). See through their eyes how this procedure will effect them. I will welcome the opportunity to point out concerns along the way. I live 2.3 Kilometers from Chedoke and we can finish off the walk with refreshments at my home. Please phone me to arrange a convenient time. I will make myself available at your discretion.

I realize that many of you are not affected by this issue in your jurisdiction. I am certain that your constituents are pressuring you regarding other policies pertaining to your particular area. While it is human nature to concern ourselves primarily where there is the most pressure, I sincerely hope that you will accept my invitation to walk with me. I truly feel that if you were to walk (or drive) this route, you would truly understand where our concerns are coming from!

If you walk this route and still feel strongly against giving our children back their buses, then at least you can say, "Yes, I know what we're expecting of 11, 12 and 13 year olds. I walked it myself in ?? minutes". I Thank You for at least responding to our request.

For those that walk (or drive) it, and back us in reinstating the buses, I say THANK YOU and GOD BLESS!!

Mrs. Cathey Tweedle
51 Elmira Drive
Hamilton, Ontario
L9C 7H8
575-3234



Passersby examine bus shelter on west Mountain blasted by teenagers on shooting spree.

Ted Brellisford, The Spectator

Bus shelter glass victim of rowdy shooting spree

A CARLOAD of teenagers went on a rowdy spree of mischief and gun-waving last night, scaring motorists and shooting out the glass panel of a bus shelter on the west Mountain.

The teenagers were described by three witnesses as four males and one female, all believed to be between 16 and 18 years old.

In addition to the bus-shelter incident, Hamilton-Wentworth po-

lice are probing two incidents in which a carload of youths waved, or pointed, what appeared to be either a handgun or pellet gun.

Police said they believe the weapon used was a pellet gun.

Just before midnight, a black two-door 1989 Thunderbird was seen racing westbound on Mohawk Road West at Upper Paradise Road. A shot was heard and the glass was shot out of a bus shelter,

said a man who saw the car and heard the glass breaking.

The Thunderbird turned right onto Upper Paradise and travelled north at about 100 kilometres (60 miles) an hour, said a second witness, who told police he followed the car.

The suspect vehicle travelled west on Sanatorium Road to Rice Avenue, then southbound on Rice to Upper Horning Road, the second witness said.

At that point, the first witness stopped following the Thunderbird and notified police.

Police are probing reports that a carload of youths pointed a handgun at a person on Mohawk Road at Upper James Street a short time before the bus-shelter incident.

They are also probing reports that, at about 11 p.m., a carload of youths waved a handgun at a tourist on Southview Road at Ancaster.

2

Eva Crevier
10 Norfolk St. N.
Hamilton, Ontario
L8S 3K1
PHONE: 522-6706

June 17, 1992

Mr. K. Rielly
Director of Education
Hamilton Board of Education
100 Main St. W.
Hamilton, Ontario

Dear Mr. Rielly:

On June 9, 1992, the Hamilton Board of Education sent home a letter informing us that children residing North of Main St. W. and attending Prince Philip School would no longer be entitled to busing privileges because they did not fall under the criteria of living over 1.6km from the school.

This was **NEVER** the reason for transporting our children.

I have for the past 13 years had children attending Prince Philip School and would like to give you rationale behind the busing policy for these students.

Sincerely,

Eva Crevier
cc: 19 Trustees
encl.

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

100-100000

100-100000
100-100000
100-100000
100-100000
100-100000

In 1979 when Binkley School was closed, I along with hundreds of other concerned, community minded people, petitioned the Hamilton Board of Education to put the children's safety before cost factors and provide transportation for the students living north of Main St.W.

This plea fell on deaf ears.

Included in this 1979 petition was a brief which contained the following facts;

Safety:

The area does not meet the criteria for BLOCK PARENT PROGRAMME.

There are no houses for 3/4 of the distance where the children will be travelling to and from school.

There are no houses on the north side of Main St. W.

There are no houses on the south side of Main St. W.

There are no houses on the east side of Rifle Range Rd.

There are no houses on the west side of Leland Rd.

There are no houses on the north side of Whitney Ave for approximately .3 .km.

Uniqueness of the Area:

The Traffic lights at Main St. W. and Rifle Range Rd. is confusing for both pedestrians and motorists, as the intersection is offsetting.

The gas station at Main St. W. and Rifle Range Rd. has all pedestrians who use the cross walk stepping onto a ramp which serves as both an entrance and an exit to a busy vehicle service area.

Along the route is also a railway track with 4 sets of tracks and on either side and high grass and brush areas. The sexual assault statistics are consistent with this type of area, approximately 7 per year in the preceding 3 years (1976,'77 & '78).

There is no public transportation available to these students who are to be attending Prince Philip School, so there is no alternative for them except for walking or riding a bike.

There were in 1979, no provisions made for the students north of Main St. W., as the school year commences.

In 1878 when Bishop School was closed, I went with friends to other
locations, obtaining a small house, which was the house of the school, to put
the children's things and books and having the school in the school house
until the year 1879.

This was left on that day.

Included in this 1878 building was a lot which contained the following items:

1878.

The same house was the house for B.L.O.C. PARSONS PROPOSAL.

There was no house for 1878 to the school when the children were
moving to the new school.

There was no house on the east side of Main St. W.

There was no house on the east side of Main St. W.

There was no house on the east side of Main St. W.

There was no house on the east side of Main St. W.

There was no house on the east side of Main St. W.

and

1878.

The house was at Main St. W. and Main St. W. and Main St. W. and Main St. W.
and Main St. W. and Main St. W. and Main St. W. and Main St. W.

The first house at Main St. W. and Main St. W. and Main St. W. and Main St. W.
and Main St. W. and Main St. W. and Main St. W. and Main St. W.

Along the main line of Main St. W. and Main St. W. and Main St. W. and Main St. W.
and Main St. W. and Main St. W. and Main St. W. and Main St. W.

There is no house at Main St. W. and Main St. W. and Main St. W. and Main St. W.
and Main St. W. and Main St. W. and Main St. W. and Main St. W.

There was a house at Main St. W. and Main St. W. and Main St. W. and Main St. W.
and Main St. W. and Main St. W. and Main St. W. and Main St. W.

Supporting Decisions to Bus Data:

Within the first three weeks of school starting in September 1979, the following incidence occurred.

An eight year old boy, at 8:30 am was knocked from his bike by a car turning west onto Main St. W. from Rifle Range Rd. for which he was hospitalized for non-life threatening injuries. The driver was charged with failing to stop for a red light.

An eight year old girl, at 12:45 pm was hit from behind as she was crossing Main St. W. on a green light at the Westbourne Rd. (Rifle Range Rd's, offsetting intersection, north side). She sustained serious injuries including the loss of her permanent front teeth.

The driver was charged with failing to yield the right of way to a pedestrian.

Four students were walking northbound on Leland Avenue, coming from Prince Philip School at approximately 4:00pm returning home. They were grabbed around the necks, from behind and held at knife point, by a group of teenagers, who threatened the victims lives.

A passing motorist happened upon the incident some 3 minutes after the initial assault. He was able to apprehend one of the suspects and directed the victims to run home, 5 blocks away and call the authorities.

The response time was 47 minutes. There were no physical injuries, the police were not able to lay charges.

Conclusion:

Following these horrendous incidences, in October 1979, it became apparent to the Board that **immediate** and **permanent** transportation provision had to be made.

The children residing north of Main St. W. were then taxied as an interim measure until busing could be implemented, which was not until 3 years later.

The decision to transport the students living north of Main St. W. was based solely on these life threatening occurrences.

That was in 1979.

1992:

These hazardous conditions, 13 years later, have been magnified a very minimum of 100%.

The increased volume of traffic on Main St. W. due to housing developments on Main St. W., in Ancaster and Dundas is unmeasurable.

Excluding Patients in the Study

Among the first group, twelve of sixteen patients in September 1970, the following incidents occurred:

An eight-year-old boy with a history of seizures was excluded from the study by a physician because of his age. Dr. W. from the hospital, at which he was hospitalized for two days, was also excluded. The other was excluded with a diagnosis of a bad cold.

An eight-year-old girl, a 12-year-old girl, and a 13-year-old girl were excluded from the study because of their age. Dr. W. on a generalist's recommendation, excluded this group of patients. The physician excluded these patients because the last three patients had been excluded.

The other was excluded with a diagnosis of a bad cold.

Five patients were excluded because of a bad cold. Dr. W. from the hospital, at which he was hospitalized for two days, was also excluded. The other was excluded with a diagnosis of a bad cold. The other was excluded with a diagnosis of a bad cold.

A family history of seizures was a reason for exclusion. The other was excluded with a diagnosis of a bad cold. The other was excluded with a diagnosis of a bad cold.

The patients with age 17 months. There were no physical signs, the other was excluded with a diagnosis of a bad cold.

Discussion

Previous studies have shown that the incidence of seizures is higher in children with a history of seizures. The other was excluded with a diagnosis of a bad cold.

The other was excluded with a diagnosis of a bad cold. The other was excluded with a diagnosis of a bad cold.

The other was excluded with a diagnosis of a bad cold. The other was excluded with a diagnosis of a bad cold.

Just one in 1000.

References

These studies were done in 1970. The other was excluded with a diagnosis of a bad cold.

The other was excluded with a diagnosis of a bad cold. The other was excluded with a diagnosis of a bad cold.

The service areas and industries on both Rifle Range Rd. and Main St. W. have developed dramatically. These businesses cannot survive without the use of huge tandem transport trucks, employees travelling in their vehicles and driving customers supporting their enterprises.

There is still no public transportation available to students attending Prince Philip School, living north of Main St. W.

Kristen French, a 15 year old girl, was not capable of defending herself on a heavily travelled street.

How can you consider allowing an innocent child the age of five or six or even eleven years old walk along these remote areas.

Let me assure you that we have not forgotten the injuries and horrendous psychological experiences our older children were subjected to because of the Hamilton Board of Education short sightedness and slow response to addressing our transportation needs.

Do not make another child from this neighbourhood a statistic.

The Board of Education transportation arrangements for our students must be in place September 1st, 1992.

It is my understanding, that if proven hazardous conditions exist, then transportation will **NOT** be eliminated.

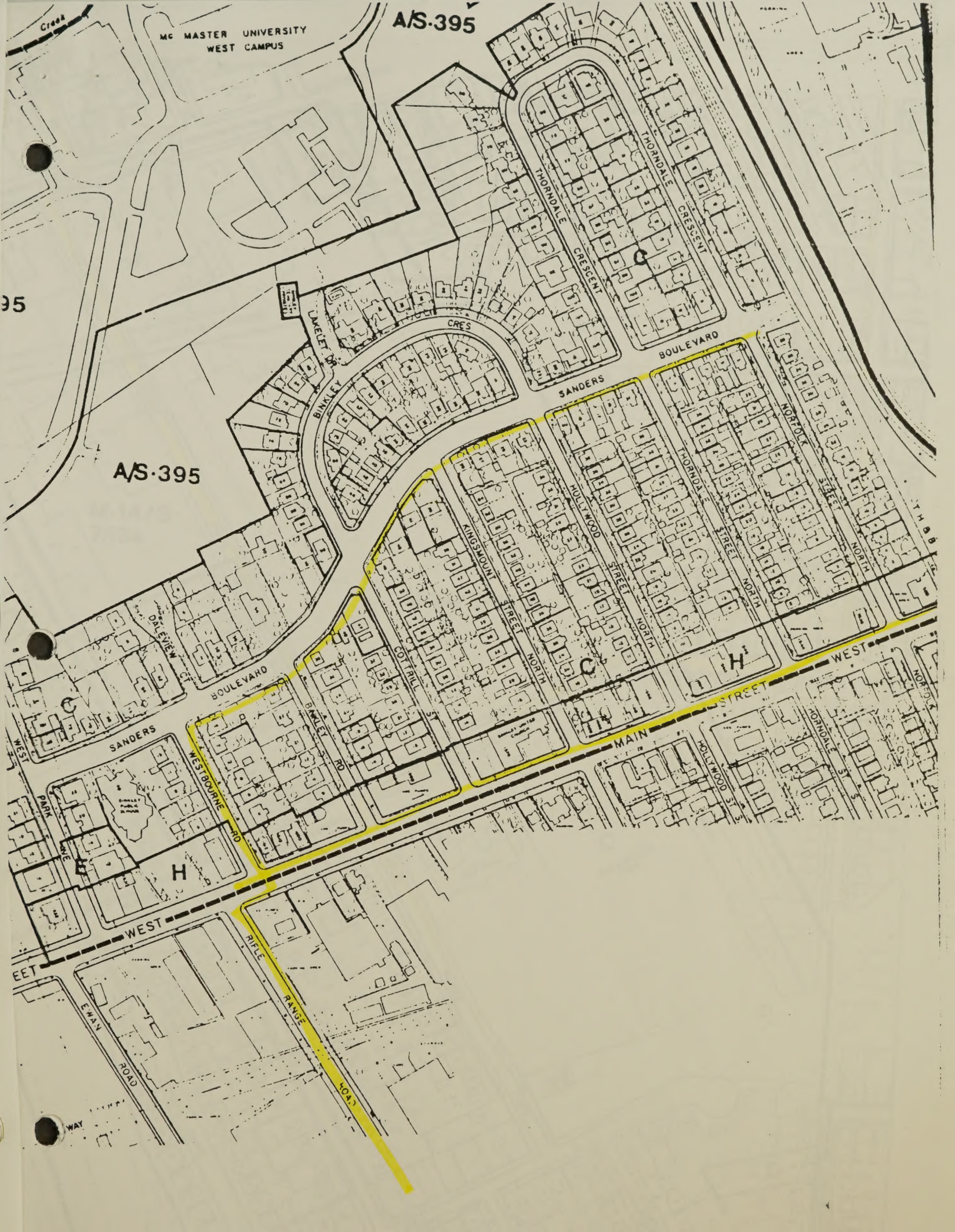
The data for hazardous conditions are unmeasurable, we as parents and you as a Board Official do NOT require any more proof.

As a taxpayer, I consider this decision irresponsible and unreasonable.

I appreciate that budget cuts must be made, but let the parents have a role in the decision making process as to where those cut backs will be.

The first and foremost priority is the **safe well-being of our children**.

I thank you for listening to this concern.

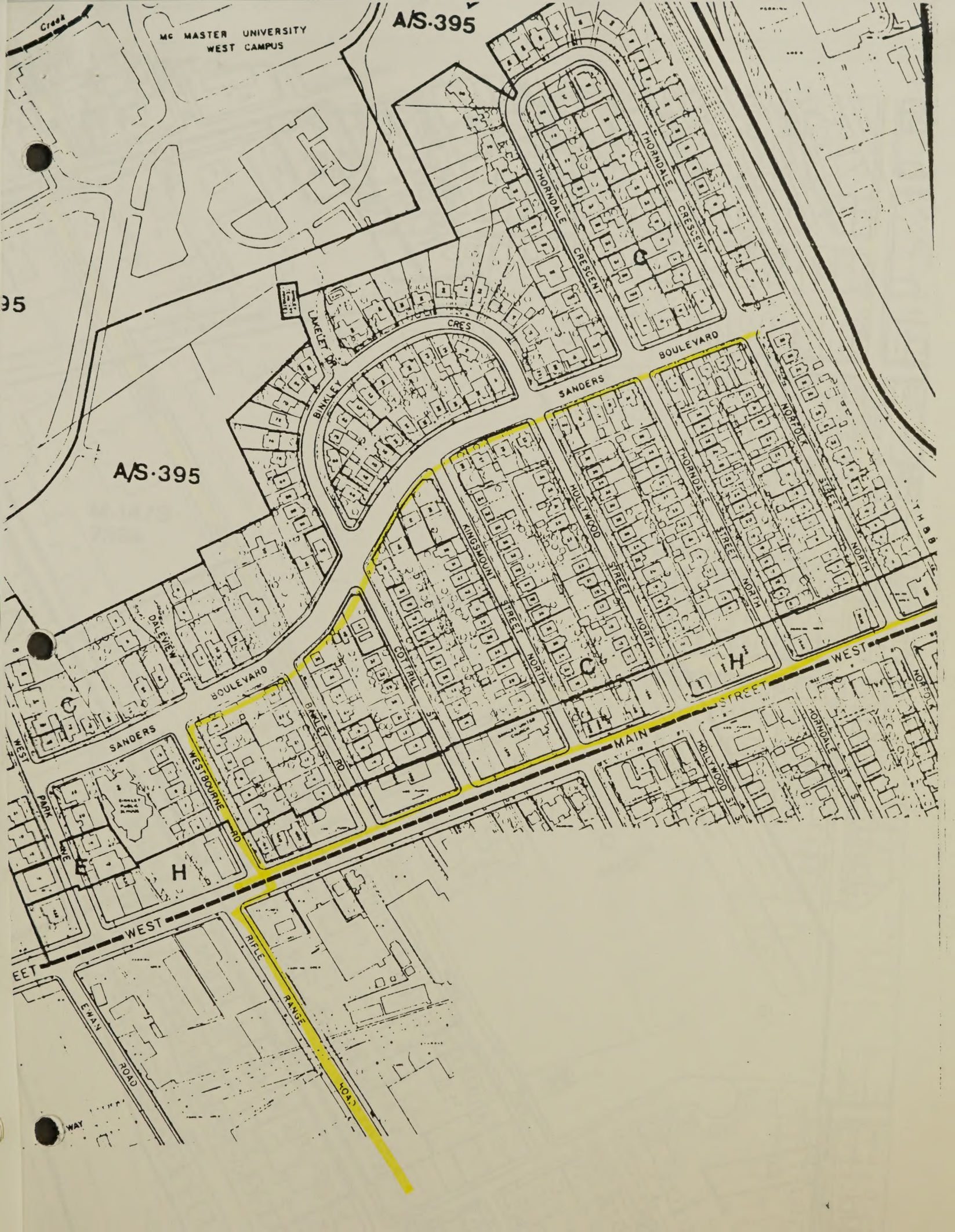


A/S-395

MC MASTER UNIVERSITY
WEST CAMPUS

95

A/S-395







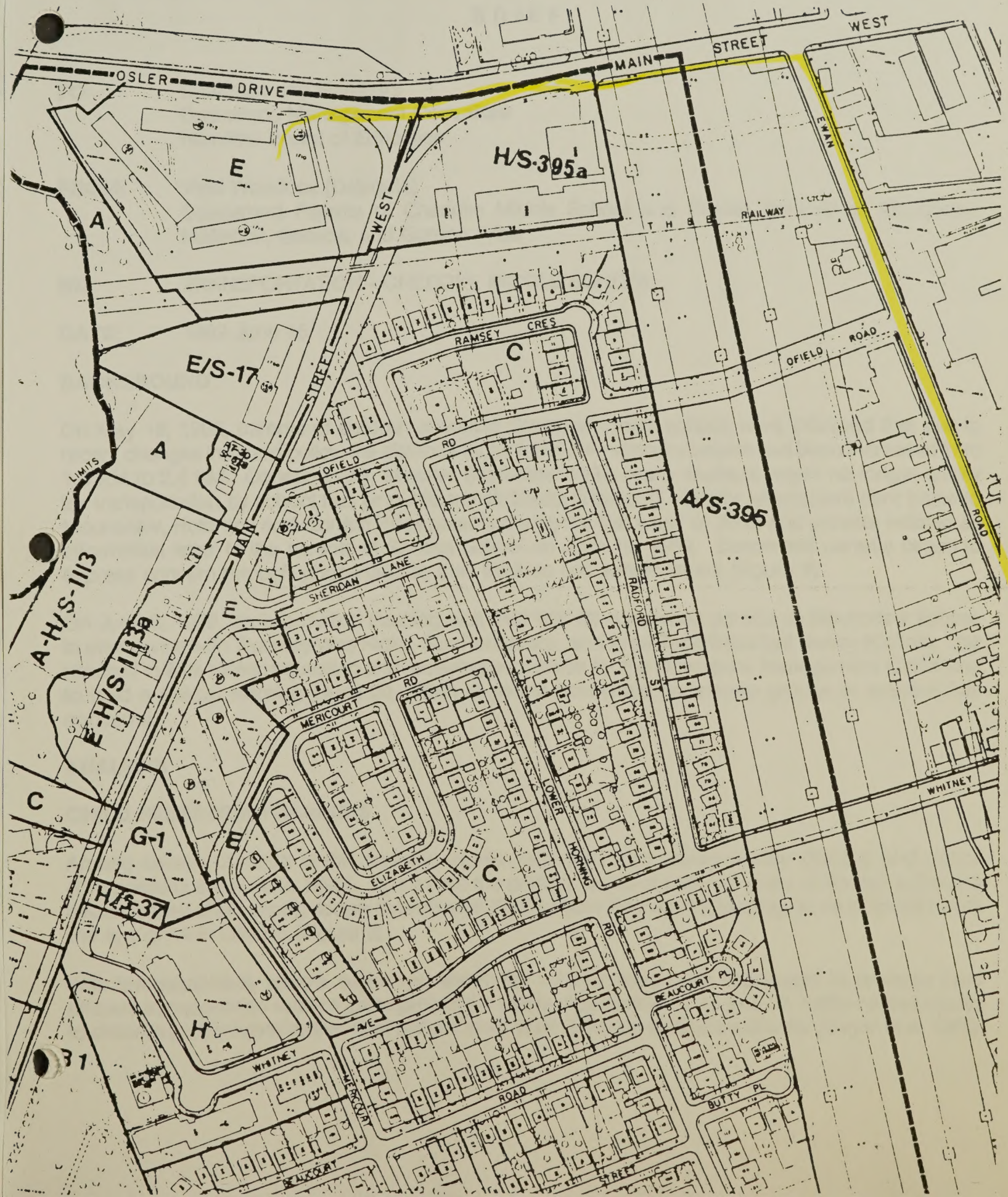
M-14/S-759a

M-14/S-759a

C
ALEXANDER
PARK

D







BRIEF

TO: Chairman and Members
Operations Management Committee
Hamilton Board of Education

FROM: Vicki Woodcox (Delegate)
Concerned Parents of Chedoke Middle School and Feeder Schools of Mountview,
Holbrook, Seneca, and Gordon Price

RE: TRANSPORTATION - CHEDOKE MIDDLE SCHOOL

DATE: 1992 June 15

BACKGROUND

On May 19, 1992, parents of children attending Chedoke middle school, were informed that due to recent changes in Board policy, the distance factor for middle school students had been increased from 1.6 KM to 2.4 KM. Consequently, effective September 1992, many students would no longer qualify for transportation by school bus or public transit tickets (Figure 1). Similar letters were sent home to Mountview, Holbrook and Gordon Price parents during the first week of June, and parents initiated an information letter to the parents of Seneca School on June 15, 1992. Concerned parents began to express concern through phone calls to their trustees and written letters (Figure 2).

On June 8, 1992, an information meeting was held with 86 concerned parents at Mountview School, in attendance with Trustees Wes Hicks, Sue Rodgeron, and Area Superintendent Nancy Nichols. This resulted in Wes Hicks requesting and receiving permission for the Operations Management Committee to hold a special meeting (June 29, 1992) to permit concerned community groups to present their concerns.

ANALYSIS

CHILD PEDESTRIAN INJURIES

Among causes of death in this country, injuries rank third after cardiovascular disease and cancer (Chapdelaine & Rochette 1990). Injuries are the primary cause of potential years of life lost in Canada because they affect young people in particular. Furthermore they are the leading cause of death before the age of 44 in Ontario (Figure 3).

With few exceptions, streets, highways, and motor vehicles have been engineered to promote more efficient transportation rather than to protect the safety of pedestrians. As a result, traffic-related injuries to children predominate as the most serious child health problem in Western society (Guyer et al. 1985).

Injuries due to "accidents", as defined by the International Classification of Diseases (9th Revision, 1980), were the leading cause of childhood mortality in Canada over the last 30 years (MacWilliam et al. 1987). Of the 377 motor vehicle related deaths among children in 1983, 28.3% (208 of 377) were pedestrian or cyclist, representing more fatalities than drownings, the next leading cause of accidental childhood mortality.

In 1990, Hamilton Wentworth released statistics (Infowatch 1990) that indicated that in 1987, children ages 10-14 were the second highest age group that were involved in pedestrian accidents after the 5-9 year old children (Figure 4). Furthermore, most accidents occurred between 3 and 4 pm, at the end of the school day. Accidents were least likely to occur in July and August, when school was out. This is consistent with findings in most communities where pedestrian accidents most often occur in quiet neighbourhoods, on local roads in urban areas, at times when children are travelling either to or from school (Rivera & Barber 1985; Pitt et al. 1990).

Preston (1989) reported that in her review of casualty rates between 1967 and 1987 for child pedestrians in Great Britain, that children aged 11-14 were involved in more accidents than children aged 5-9, as a result of the increased journey these older children travelled to school. Furthermore, the casualty rate for the 11-14 year olds has increased in recent years, as a result of the greater distance these children are being required to walk over the past several years (Figure 5).

We believe that our children are at a higher risk of becoming involved in a traffic vehicle accident directly as a result of decreased bussing and increased journey to school.

CYCLISTS

Pless et al. (1987) reported that 18.4% of traffic injuries to children were bicyclists. Barancik et al. (1986) reported that pedestrian incidence rates of injury peaked for those ages five to nine years, and cyclist peaked for those 10 to 14 years.

We believe that decreased busing will lead to increased bicycle use, and increased injury to our children.

INJURY PREVENTION

In 1985 the U.S. National Academy of Science declared "Injury is probably the most under-recognized major health problem facing the world today, and the study of injury represents an unparalleled opportunity for reducing morbidity and mortality and realizing investment" (Heale and Reynolds 1992).

The most effective solution to pedestrian accidents, is prevention. The popular perception is that injuries are "accidents" and are inevitable and unpredictable. Research by Guyers and Ellers (1990) in the United States, however, has demonstrated that 29% of all childhood injury deaths in 1989, could have been prevented. Reduction in injury severity and mortality, and significant cost savings to society have been demonstrated with various injury prevention strategies throughout the world.

Generally, injury prevention programs should involve a combination of three strategies: **Education** (of children, parents, and drivers); **Engineering** (speed bumps, decreased speed limits);, and **Legislation**

(policies that separate kids from cars such as bike paths, diversion of busy traffic and bussing). Unfortunately the Education strategy appears to have limited demonstrated effectiveness in decreasing child pedestrian injuries (Guyer et al 1985). These authors report that often the most effective and least costly intervention is to legislate policies where kids are separated by cars (Figure 6).

We believe that Board of Education policies that support the separation of kids from cars are essential to ensure the safety of our children.

GANGS/BULLYING

The Hamilton Board of Education implemented a Policy Against Assault in the School Environment in the fall of 1991, which addresses all types of assault including assault on students by students. Despite this policy, some trustees expressed concern about increased violence in the schools (Figure 7). The example cited was a teacher, who referred to an incident at a Mountain school where two students were found with .22 calibre guns, and another incident at a lower-city school where several students were found with chains and knives. Trustee Orbin requested a more proactive approach to addressing violence in the school environment, including community policing.

Bullying, gangs, and swarming are unfortunately on the increase in Hamilton Wentworth over the past year, and it is estimated that only 20% of these incidences are reported to be police (Police Department, telephone conversation on 1992 June 18). On Friday June 12 1992, there was yet another article concerning a young student who was wrapped in toilet paper and put on fire. We, are concerned that our children will be at increased risk to exposure of this kind of behaviour, as our children walk further to and from school.

We believe students riding buses with supervision would decrease the risk of being harassed by their peers and is a proactive approach to decreasing violence in the community.

ASSAULTS/ABDUCTIONS

The Kristen French abduction and murder is uppermost in everyone's minds this spring. It is true, she was only a block from her home. It is also true, that there have been no reported successful abductions by strangers in Hamilton Wentworth. There has been however, many reported incidences in the past few months of attempted, yet unsuccessful abductions. As a result of this, parents are unwilling to let their children walk out of the survey, unescorted and yet the Board is insisting they do this to get to school. It is not realistic to expect our children to walk these distances, alone, when adults are nervous about walking alone.

We believe the greater the distance travelled to school, the greater the chances an abduction by a stranger could occur, especially in unfamiliar neighbourhoods.

INCLEMENT WEATHER

With the present Canadian winters, it is unrealistic to expect children to travel up to 50 minutes to and from school, at dusk and sundown, in foggy, rainy or snowstorm weather. They are not only at increased risk of becoming involved in an accident because of poor visibility, they are also at increased

risk of becoming ill. During poor weather days, one could expect increased traffic congestion at the schools, with parents dropping off or picking up their children.

We believe that absenteeism will increase, if children are required to walk further distances to school, particularly in the winter months.

FINANCIAL ANALYSIS

The proposed changes to the Transportation Policy, will save the Hamilton Board of Education \$500,000, which is one-fifth of one percent of the 277,392 million proposed 1992 budget. The total transportation budget is approximately 5 million dollars. These cutbacks initially will impact on the Mountain where 40 of the 47 (82%) buses presently run. Five buses will be cut (approximately 250 students), at a cost of \$30,000 per bus. The additional cuts (\$350,000) are a result of decreased Taxi, Van and Bus ticket services and involve an unknown number of children.

RECOMMENDATIONS

Option 1

Maintain the existing policy until further review/analysis of the short and long range implications of these proposed changes to the Transportation Policy, is implemented specifically as it applies not so much to cost savings, but to the human factor of our children's safety.

Option 2

Request staff/trustees meet with concerned community groups to assist with suggestions and or alternatives to decreasing costs within the Transportation Budget. For example, parents suggested a centralized pickup system whereby students are picked up at a central location eg. feeder schools, the same bus could make two trips (shifts) each day to Chedoke with no increased cost to the Board of Education. They have also suggested investigating sharing bussing with the Separate School Board, obtaining subsidized bus tickets from HSR etc.

Option 3

Maintain the existing Transportation policy and budget, and obtain increased revenue from other budget lines such as Salaries and Wages. For example, minimize the number of new teachers being hired in September, adhere to staff/student ratios, and review severance packages being offered.

CONCLUSION

The parents of Chedoke, Holbrook, Mountview, Seneca, and Gordon Price believe the proposed changes to the transportation policy recommending middle school children travel up to 2.4 KM to school poses an increased safety risk to their children. They also believe that the Board of Education is making the wrong budget cuts, while increasing spending in other areas eg teacher's salaries. They are requesting the school board trustees reconsider this decision in light of the additional information presented to them to-day. They believe that one-fifth of one percent of the total Board of Education budget, is a small price to pay to ensure the safety of our children.

REFERENCES

- Chapdelaine, A., & Rochette, L. (1990). Goal: Reduce Mortality from Traffic Injuries by 35% by the Year 2000. Chronic Diseases in Canada, November, 91-94.
- Barancik, J.I., Chatterjee, B.R., Greene-Cradden, Y.C., Michenzi, E.M., Kramer, C.F., Thode, H.C., & Fife, D. (1987). Motor Vehicle Trauma In Northeastern Ohio: Incidence and Outcome by Age, Sex, and Road-use Category. American Journal of Epidemiology, 123 (5); 846-861.
- Guyer, B., & Ellers, B. (1990). Childhood injuries in the United States - mortality, morbidity and cost. AJDC, 144; 649-652.
- Guyer, B., Talbot, A.M., & Pless I.B. (1985). Pedestrian Injuries to Children and Youth. Pediatric Clinics of North America, 32 (1); 163-174.
- Heale, J.D., & Reynolds, D.L. (1992). Priority Themes for Injury Prevention in Ontario. Project, Ontario Public Health Association, March.
- Infowatch (1990). Child Pedestrian accidents. Health Priorities Analysis Unit/McMaster Faculty of Health Sciences, 2(1), January.
- MacWilliam, L., Mao, U., Nicholls, E., Wigle, D., (1987). Fatal Accidental Childhood Injuries in Canada. Canadian Journal of Public Health, 78, 129-134.
- Pitt, R., Guyer, B., Hsieh, C.C., & Malek M. (1990). The severity of Pedestrian Injuries in Children: An Analysis of the Pedestrian Injury Causation Study. Accident Analysis and Prevention, 22 (6); 549-559.
- Pless, B.I., Verreault, R., Arsenault, L., Frappier, J., Stulginskis, J., (1987). The epidemiology of road accidents in childhood. American Journal of Public Health, 77; 358-360.
- Preston, B. (1989). Child Pedestrian Casualties with Special Reference to Casualties on the Journey to or from school in Manchester and Salford, England. Accident Analysis and Prevention, 21 (3); 291-297.
- Rivara, F.P., & Barber, M. (1985). Demographic Analysis of Childhood Pedestrian Injuries. Pediatrics, 76 (3); 375-381.

CHEDOKE MIDDLE SCHOOL



500 BENDAMERE AVENUE
HAMILTON, ONTARIO
L9C 1R3
TELEPHONE: (416) 388-5834
1992 05 19

Dear Parents,

We wish to inform you of the recent changes to the Board's Transportation Policies as result of budget restraints and a reduction in the Transportation Grants from the ministry.

Effective September, 1992, the distance factor for middle school students has been increased from 1.6 km to 2.4 km. As a result, many students will no longer qualify for transportation by school bus or public transit tickets.

The following changes will effect the bus routes serving Chedoke School:

Transportation will no longer be provided for students who were picked up at the following stops:

Route #1 Windstar & Gilcrest,

67 Guildwood,

or Greencedar & Guildwood.

Route #4 San Pedro & San Paulo,

San Pedro & San Diego,

San Greco & Goulding,

San Francisco & Santa Fe,

San Pedro & Karen Cres.,

San Pedro & San Remo,

or San Francisco & 1/2 way down the street.

Route #39 (1st run) 772 Upper Paradise.

Route # 2 (1st run) will no longer run

Route #23 will no longer run.

Route #39 (2nd run) will no longer run.

Route # 2 (2nd run) no changes

Middle school students currently transported by taxi or van will be encouraged to take public transportation.

Your co-operation during this implementation period will be greatly appreciated.

Yours truly,

G. Willett
Principal

L. Tindall
Vice Principal

June 6, 1992.

Dear Mr. Hicks,

We, the parents of children from the Gurnett neighbourhood who will be attending Chedoke school in the future, would like to express our concern about the recent changes in board policy which will require some of the children from our area to walk to school instead of be bussed.

We are well aware that financial concerns are a priority in this time of recession, however we believe that there must be some other area where cuts could be made, that would not so directly and so adversely affect the welfare of our children.

This is an unfortunate time in the history of our country and city when recent violent crimes have made even the adult population wary of walking the streets. It is not an appropriate time to require children of an age as young as ten or eleven to walk over a mile to and from school.

We express these concerns not only for the children of our own neighbourhood, but also for others in the same situation. We would, however, like to address a few specific concerns with regard to our own problem.

When we moved into this area, we were aware that the only middle school within walking distance was full and that the children would be bussed out to Chedoke. The brothers and sisters of our children were bussed to Chedoke. The buses will still be coming into our area to take most of the neighbourhood children to Chedoke. Perhaps if the increasing

FIGURE 2

age of the children in the area is such that the board feels unable to continue to provide transportation for such a large number to middle school, it is time to consider providing the area with another middle school, or even expanding Gordon Price to a JK to Grade eight.

Our second concern is that the children from our area who would be required to walk are not walking from the edge of a quiet residential neighbourhood, through that quiet residential neighbourhood, to a school that is on the other side of that quiet residential neighbourhood. Although the distance of 2.4 Km is one of our concerns, the fact that that 2.4 Km goes along a busy street (Upper Paradise), through an area of construction, which will eventually be the trans-mountain highway, across a very busy intersection (Upper Paradise and Mohawk), past a shopping centre, Westcliffe Mall, (where the body of one of our city's unfortunate murder victims was found this past year), and down several more blocks to the school.

An alternate route, of course would be through the walkway at Guildwood and Green Cedar. This walkway will soon be made into a tunnel under the highway. (With proper lighting or any kind of police patrol -- we're not sure). From there, they would go through the grounds of McNab High School, through Harvard Square Shopping Centre (that's where we had two bank robberies and a shooting last month), once again across Mohawk Road and then through the park on the grounds of Chedoke Hospital.

Most of the children entering grade VI - aged ten or eleven - do not yet have their parents permission to go out of the neighbourhood

on their own. Is it appropriate that the school board tell them that not only may they leave the neighbourhood, but that they have to!

Of course, a child that walks to school will get his exercise. However, a mile walk could tire out a young child to the extent that his concentration in classes would be diminished. Even the strongest advocates of exercise warn that it should not be undertaken unless the participant is well rested and in the best of health. Would children who have just recovered from winter illnesses be required to walk the mile to school in inclement weather, or would some alternate form of transportation be provided for them? For that matter, what about children with chronic illnesses that would preclude their walking such a distance!

The walk from the Gurnett area to Chedoke does take fifty minutes. In winter the children would actually be walking to and from school in the twilight hours along a route that is obviously not safe!

We have always been impressed with the fact that the main concern of the Board of Education is the welfare of the child. We believe we have presented sufficient evidence to show that bussing all the children from the Gurnett area is the only appropriate course of action.

Mary O. Lewis & Bruce

Sincerely,

Karen Porter

Jarice Novak

John Novak

Jim Sykes

Susan Sykes

Joise & Dennis Anger
Dore Calver + Ken - A.P.A.

Judith & Vlad Fiala

Heather & Bob Harding

Denis & Ann Salvador

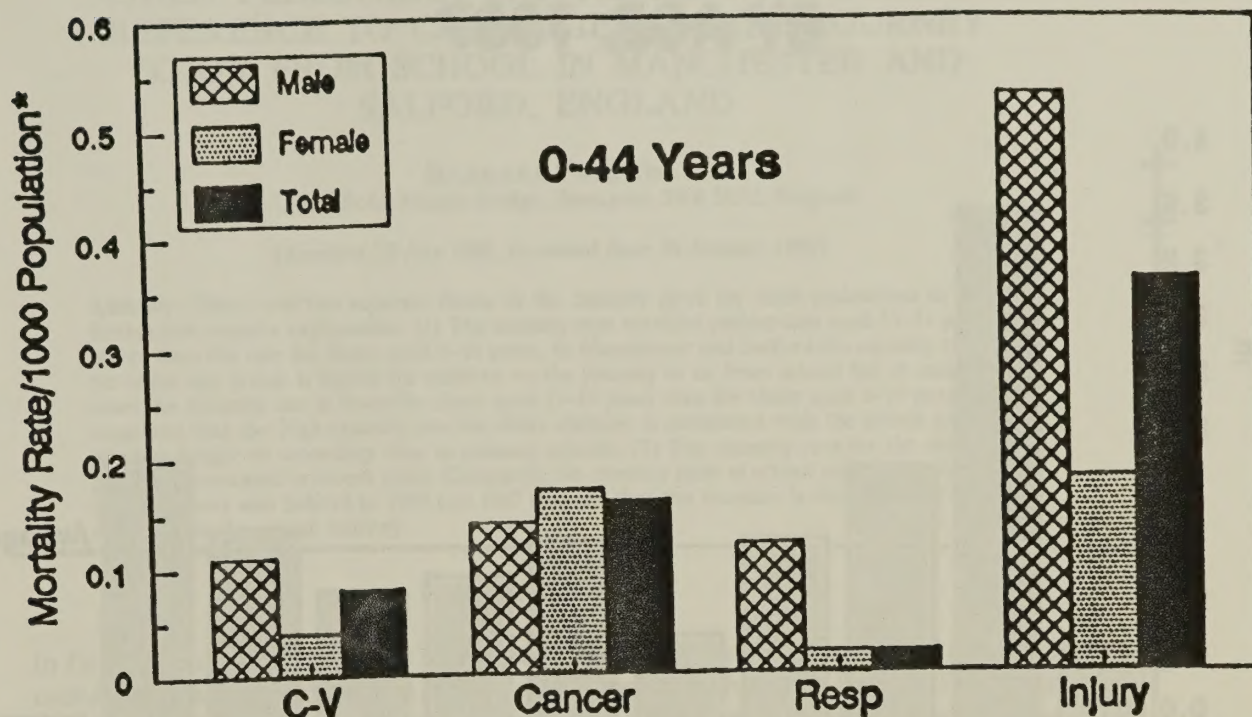
Cathy & Kevin Kelly

Paul & Scott W. Kelly

Sharon & Ken Kelly

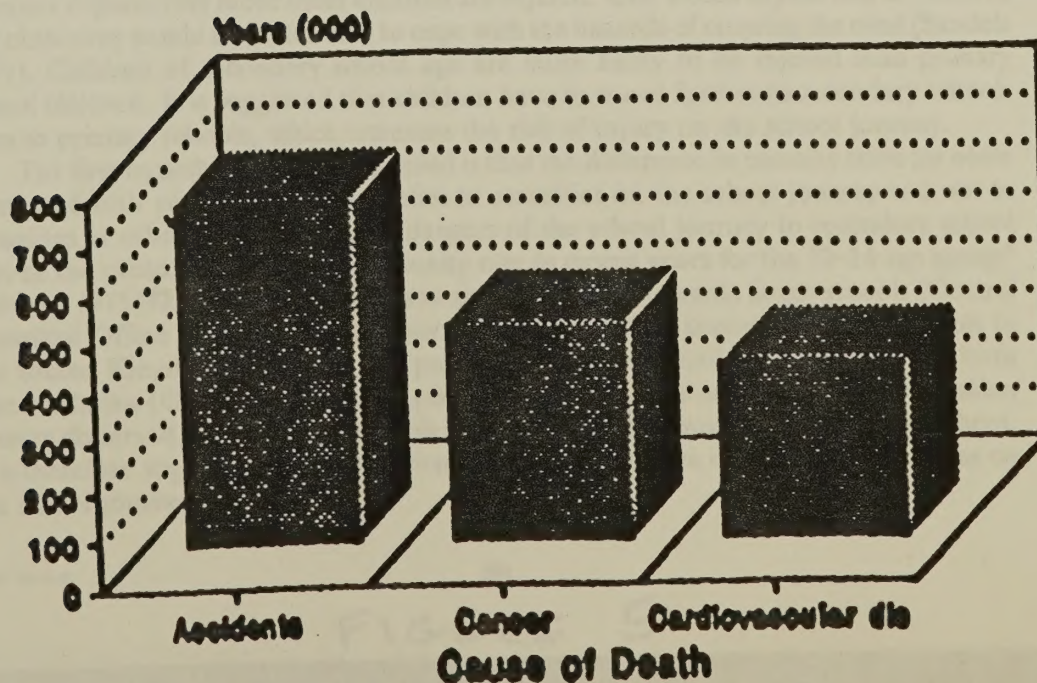
Diana Hazelton & Mrs. Hazelton

MAJOR CAUSES OF MORTALITY ONTARIO 1989



Reference: Ontario Ministry of Health: Information Systems Division.
Crude Mortality Rates. MOH 1991.

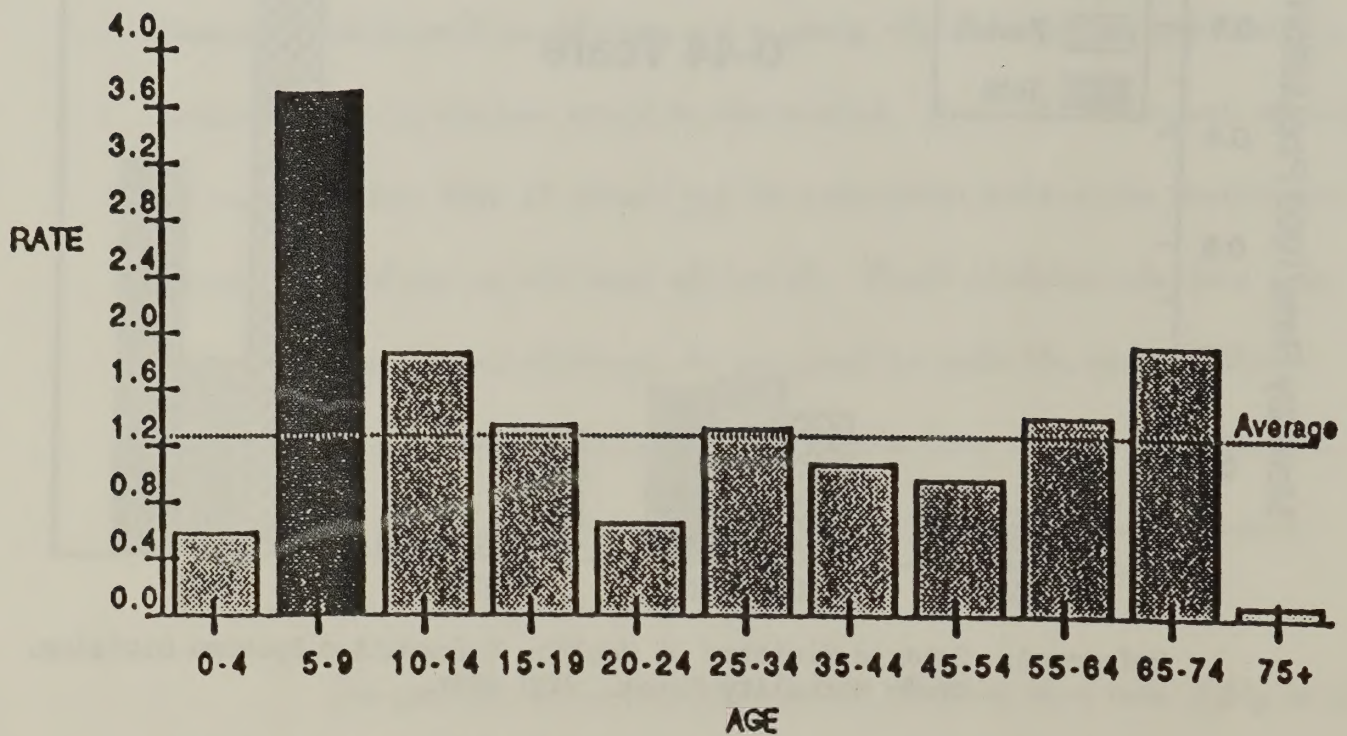
POTENTIAL YEARS OF LIFE LOST BEFORE AGE 75, BY CAUSE, CANADA 1989



Source: Bischof, Lee, Mark (Ref 1)

Reference: Chronic Disease Canada, 1989.

RATE OF HAMILTON-WENTWORTH PEDESTRIAN INJURIES PER 1,000 BY AGE, 1987



Reference: Infowatch, Janaury 1990.

FIGURE 4

SHORT NOTES AND RESEARCH COMMUNICATIONS

CHILD PEDESTRIAN CASUALTIES WITH SPECIAL
REFERENCE TO CASUALTIES ON THE JOURNEY
TO OR FROM SCHOOL IN MANCHESTER AND
SALFORD, ENGLAND

BARBARA PRESTON

52 Lower Fold, Marple Bridge, Stockport, SK6 5DU, England

(Received 20 July 1988; in revised form 26 January 1989)

Abstract—There are two separate facets of the casualty rates for child pedestrians in Great Britain that require explanation. (1) The casualty rate for child pedestrians aged 11–14 years is higher than the rate for those aged 5–10 years. In Manchester and Salford the casualty rate for the older age group is higher for children on the journey to or from school but at nonschool times the casualty rate is lower for those aged 11–14 years than for those aged 5–10 years. It is suggested that the high casualty rate for older children is connected with the school journey, which is longer to secondary than to primary schools. (2) The casualty rate for the older age group has increased in recent years. Comparing the casualty rates at school and nonschool times in Manchester and Salford in 1969 and 1987 suggests that this increase is due to an increase in accidents on the school journey.

INTRODUCTION

In Great Britain there has been a dramatic decrease in the number of child pedestrians under 10 years of age killed and injured on the roads, as shown in Table 1. The casualty rate for all child pedestrians decreased after the energy crisis in 1973 when petrol was in short supply and some special speed limits were imposed. The casualty rate for the 5–9 year olds continued to decrease after 1975—albeit more slowly and with minor fluctuations—whereas the casualty rate for the 10–14 year olds rose again until in 1986 it was higher than it had been in 1971 and higher than the rate for 5–9 year olds [Department of the Environment 1971; Department of Transport 1987; Office of Population Censuses and Surveys (OPCS) 1971, 1987a]. There are many plausible reasons suggested for the decrease in accidents to younger children: demolition and rehousing of some of the most dangerous areas for young children; the fall of the birth rate, especially for the unskilled and semiskilled, who have the highest accident rates (Preston 1981); the suggestion that younger children are being increasingly ferried around in cars (West-Oram 1986); the road safety education (Department of Transport 1981). Some of these suggestions do not apply, or apply much less, to the 10–14 age group, but this does not explain why more older children are injured. One would expect that as children got older they would be better able to cope with the hazards of crossing the road (Sandels 1979). Children of secondary school age are more likely to be injured than primary school children. It is suggested that children have to travel further to secondary schools than to primary schools, which increases the risk of injury on the school journey.

The first hypothesis to be considered is that the difference in casualty rates for older compared with younger children applies to casualties on the school journey and not to casualties at other times. Could the dangers of the school journey to secondary school also be the cause of the increased casualty rate in recent years for the 10–14 age group? Between 1971/72 and 1983/84 there was an overall trend towards larger schools (Central Statistical Office 1986). In 1971/2 only 12% of the public sector secondary schools in the United Kingdom had over 1,000 pupils; in 1983/4 this had risen to 30%. The birth rate has fallen (OPCS 1985) and the population density has decreased—the population is more dispersed, so that larger schools mean that children must travel further to school. It is therefore suggested that this increased travel might have caused more casualties on the school journey.

Table 1. Child pedestrian casualties and casualty rates in Great Britain in 1971 and 1986 for children aged 0-4 years, 5-9 years, and 10-14 years

	1971	1986
Age 0-4 years		
Casualties	8,106	3,090
Population at risk	4,349,050	3,506,000
Casualties per 1,000 pop.	1.9	0.9
Age 5-9 years		
Casualties	18,842	8,677
Population at risk	4,512,460	3,337,000
Casualties per 1,000 pop.	4.2	2.6
Age 10-14 years		
Casualties	10,210	9,879
Population at risk	4,069,080	3,558,000
Casualties per 1,000 pop.	2.5	2.8

The second hypothesis to be considered is that the increased casualty rate over the years for the 10-14 age group is due to an increase in the casualties at times when children might be going to and from schools and does not apply at other times. Both these hypotheses could be tested for Manchester and Salford.

METHOD

The computer printout for the child pedestrian casualties in Manchester and Salford in 1987 was obtained. This gives details of the age of the casualty, the time and date of the accident, and whether, in the opinion of the police, the child was a school pupil on the way to or from school. The number of children in the different age groups injured on the school journey and at other times could therefore be compared. In the introduction and Tables 1 and 2 the age groups 0-4 years, 5-9 years, and 10-14 years have been used since the published figures for Great Britain are given in this form. However, since a comparison was to be made between children attending primary and secondary schools, and in Britain children normally attend secondary schools in the September term after

Table 2. Child pedestrian casualties and the number reported by the police as injured on the way to or from school for children of different ages in Manchester and Salford in 1987

Age	Casualties all times	Casualties on school journey	Casualties on school journey as percentage of those at all times
0	7		
1	0		
2	19		
3	21	1	
4	29	2	
0-4	76	3	4%
5	27	4	
6	48	4	
7	43	6	
8	28	4	
9	33	4	
5-9	179	22	12%
10	48	14	
11	44	21	
12	55	25	
13	41	10	
14	39	14	
10-14	227	84	37%

their eleventh birthday, the age groups shown in the subsequent Tables and discussion were 5-10 years and 11-14 years.

To obtain the casualty rates the number of children at risk must be known. The number of children in Manchester and Salford, by single age groups, was available at the time of the 1981 Census (OPCS 1982). The total population of Manchester and Salford decreased between 1981 and 1986, due to migration (OPCS 1987b), but the estimated number of children aged 5-14 years in 1986 (OPCS 1988) showed that there appeared to have been a very slight increase in the population of that age group, between 1981 and 1986, of 0.7% in Manchester and 0.9% in Salford.

The population in the age group 11-14 years in 1987 was therefore estimated by taking the population aged 5-8 years, from the 1981 census, and correcting to allow for the slight increase. The estimation of the population aged 5-10 years in 1987 entailed an estimation of the population aged 5 years since those aged 5 years in 1987 were not born until after the 1981 Census. The number of births each year in Great Britain were obtained (Central Statistical Office 1985) and it was assumed that the birth rates in Manchester and Salford had varied in keeping with those in Great Britain. The casualty rates per 1,000 children of the different age groups were then calculated.

It is also suggested that older children have to travel further to school. The actual distances travelled to school were not available. The number of primary and secondary schools in Manchester and Salford were obtained (Education Authorities Directory 1988) to give an indication of the distances travelled. Also, with the permission of the Chief Constable of Greater Manchester, the police reports of accidents to children on the journey to or from school were consulted to try to find the distance that the children involved travelled to school. These distances were obtained for 56 secondary school children and 34 primary school children injured on the school journey (77% of the secondary school children of all ages injured and 76% of the primary school children of all ages injured).

The number of child pedestrians injured in Manchester and Salford in 1969 was known from a previous study (Preston 1972). The number of children injured at different times of day, during school term and in the holidays, for the age groups 5-10 years and 11-14 years, was also available from a previous study for Manchester and Salford in 1969 (Preston 1976). The number injured when the children might be going to or from school in 1969 could be compared with the number injured at the same times in 1987. This number may not be the same as the number reported by the police as being injured on the way to or from school. Some accidents on the school journey, especially to secondary school children, may occur earlier or later than the times taken in the earlier study, which were 8:30 to 9:30 A.M., 11:30 A.M. to 14:30 P.M. and 15:30 to 16:30 P.M., on weekdays during term time; also some accidents occurring at those times in 1987 will not have been recorded by the police as being accidents on the way to or from school. For the 11-14 age group these two factors cancelled out; there were the same number of children injured on the school journey in 1987 by either method of counting. For the 5-10 age group, however, in 1987 there were fewer children recorded by the police as injured on the school journey than would have been expected from the time of the accidents, so that the casualty rates based on these different data are not the same for the 5-10 age group. The number of primary and secondary schools in Manchester and

Table 3. Child pedestrian casualties for the age groups 5-10 years and 11-14 years, the number considered by the police to have been on the way to or from school, and the number injured on the school journey as a percentage of those injured at all times, for Manchester and for Salford in 1987

Age	Manchester casualties			Salford casualties		
	All times	School journey	%	All times	School journey	%
5-10	154	27	18%	73	9	12%
11-14	128	54	42%	51	16	31%

Table 4. Casualties, estimated population, and casualty rate per 1,000 children aged 5-10 years and 11-14 years for Manchester and Salford in 1987, for all casualties, for children reported by the police as injured on the journey to or from school, and for casualties not reported as occurring on the school journey

Age	Population	School journey		Nonschool journey		Total	
		Casualties	Rate	Casualties	Rate	Casualties	Rate
5-10	47,800	36	0.8	191	4.0	227	4.7
11-14	32,700	70	2.1	109	3.3	179	5.5

Salford in 1974 was obtained from the Education Departments of the two towns (City of Manchester Education Committee 1975, Salford Education Department 1988).

The number of children, in Manchester and Salford, for single age groups is published when a population census is taken. There was a census in 1966 and 1971 (General Register Office 1967; OPCS 1971). There was a considerable decrease in the number of children in both towns between these dates, largely due to rehousing. To estimate the population in 1969 it was assumed, in the absence of any evidence to the contrary, that the population decrease had occurred linearly: as the estimation was required for a year that was only two years from one census and three from the other it is not thought that the estimations would be very far off. Sufficient information was therefore available to test both hypotheses for Manchester and Salford.

RESULTS

The number of children of different ages injured in 1987 in Manchester and Salford and the number considered by the police to have been injured on the school journey are shown in Table 2.

The number injured in the age groups 5-10 years and 11-14 years and the number considered by the police to have been injured on the way to or from school are shown in Table 3 for Manchester and for Salford, separately. In Manchester there was a highly significant difference in the proportion of casualties on the school journey for the two age groups. For Salford the difference was significant for a two-tailed χ^2 test at the 0.02 probability level.

The number of casualties, the estimated population, and the casualty rates per 1,000 children, for casualties thought by the police to be incurred on the journey to or from school and for those at other times, for children aged 5-10 years for those aged 11-14 years in Manchester and Salford in 1987 are shown in Table 4. The casualty rate for the school journey is greater for the 11-14 year age group than for the 5-10 year age group, as is the total casualty rate. However, the casualty rate for accidents not considered by the police to be on the school journey is lower for the 11-14 year age group than for the 5-10 year age group.

It is suggested that the school journey is more hazardous for older children because they have to travel further to secondary schools than to primary schools. The miles

Table 5. Distance from home to school for children injured on the way to or from primary and secondary schools in Manchester and Salford in 1987

Distance	Pupils at secondary schools	Pupils at primary schools
<1 mile	7	23
1-	12	10
2-	17	1
3-	3	
4-	4	
5-	6	
>6 miles	3	
	4	

Table 6. Child pedestrian casualties and the number occurring at times when the children might be on the way to or from school, for children of different ages in Manchester and Salford in 1969

Age	Casualties all times	Casualties to or from school	Casualties at times when children might have been going to or from school as a % of those at all times
0	4		
1	13		
2	34		
3	87		
4	109		
0-4	247		
5	101		
6	111		
7	101		
8	93		
9	72		
10	55		
5-10	533	129	24%
11	53		
12	56		
13	53		
14	38		
11-14	200	60	30%

travelled by all pupils are not known. However, the distance from home to school for the children involved in accidents was obtained for primary and secondary school children in Manchester and Salford, as shown in Table 5. None of the primary school pupils who were injured travelled more than two miles to school and only one travelled between one and two miles; the majority travelled less than half a mile to school. For secondary school pupils the median distance travelled was between one and two miles and nearly a quarter of the injured children travelled over four miles to school. This does not necessarily correspond with the distance travelled by the children who did not have accidents, but it certainly indicates that the distance travelled was longer on the journey to or from secondary school. Moreover, there are 231 primary schools in Manchester and Salford but only 57 secondary schools. The majority of children attend their nearest school, though they are not obliged to do so and some prestigious secondary schools, such as Manchester Grammar School, will recruit from the entire area.

There seems little doubt that children travel further to secondary school than to primary school and that the extra length of the school journey will account for some of the increase in casualties associated with the journey to secondary school.

Can the increase in the accident rate for the older age group over time also be explained by an increase in the number injured on the way to or from school?

The child pedestrian casualties in Manchester and Salford in 1969 and the number of casualties at times when they might have been going to or from school for the age groups 5-10 years and 11-14 years are shown in Table 6. In 1969, for the 5-10 year age group, 24% of the casualties occurred at times when the children might have been going

Table 7. A comparison of the number of children aged 11-14 injured in Manchester and Salford in 1969 and 1987 at all times, at times when the children might have been going to or from school, and at other times

	1969	1987
Total casualties	200	179
School times	60	70
Other times	140	109
School times as a % of all casualties	30%	39%

Table 8. Estimated population and casualty rates per 1,000 children aged 5-10 years and 11-14 years in Manchester and Salford in 1969 and 1987 for times when the children might have been going to or from school; other times, and all times

Age	1969				1987			
	Population	Casualty rates			Population	Casualty rates		
		School times	Not school times	Total		School times	Not school times	Total
5-10	69,200	1.9	5.8	7.7	47,800	1.0	3.7	4.7
11-14	41,600	1.4	3.4*	4.8	32,700	2.1	3.3*	5.5

*The apparent decrease in 1987 is spurious. The figures were rounded to one decimal place as the accuracy is not sufficient to give the figures to two decimal places; before rounding off the figures were 3.36 in 1969 and 3.33 in 1987 and this apparent difference is meaningless.

to or from school; 21% of the casualties occurred at those times in 1987. This difference is not statistically significant. In 1969 for the age group 11-14 years 30% of the casualties occurred at times when the children might have been going to or from school; 39% of the casualties occurred at those times in 1987, as shown in Table 7. For a one-tailed χ^2 test—the direction of the expected change having been predicted—this was significant at the 0.05 probability level.

The casualty rates, in 1969 and 1987, for school and nonschool times, for the age groups 5-10 and 11-14 years are given in Table 8. The increase in the casualty rate for the 11-14 year olds in Manchester and Salford between 1969 and 1987 appears to be at times when the children might be going to or from school; there was no overall increase at nonschool times.

It is suggested that the increased dangers of the journey to or from secondary school might be due to the journey being longer in 1987 than in 1969. The number of secondary schools in Manchester and Salford decreased from 99 in 1974 to 57 in 1987.

It was also noticed that there was an increase between 1969 and 1987 in the number of children of this age injured after 8:30 P.M. in the evening. Had this been predicted it would have been statistically significant for a two-tailed χ^2 test at the 0.05 probability level. However, it was not predicted and the reason is not known.

CONCLUSION

1. The casualty rate per 1,000 child pedestrians in Manchester and Salford in 1987 was higher for those aged 11-14 years than for the 5-10 year age group. When the casualty rates on the journey to or from school and at other times were considered separately, the casualty rate on the school journey was higher for the 11-14 year olds than for the younger age group but the casualty rate at other times was lower for those aged 11-14 years than for those aged 5-10 years. It is suggested that children have to travel further to secondary schools than to primary schools and that this may explain much of the higher casualty rate for the 11-14 year age group.

2. The casualty rate per 1,000 child pedestrians in Manchester and Salford for those aged 5-10 years was lower in 1987 than in 1969, but the casualty rate for the 11-14 year age group had increased over this period. For the 5-10 year age group the casualty rate at times when the children might have been going to or from school had decreased and so had the casualty rate at nonschool times. For the 11-14 year age group the casualty rate at times when the children might have been going to or from school had increased from 1969 to 1987, whereas the casualty rate at nonschool times had not changed. Again it is suggested that the increased casualty rate at school times may have been due to an increase in the length of the journey to secondary schools.

REFERENCES

- Central Statistical Office. Annual abstract of statistics 1985. London: H.M.S.O.; 1985.
- Central Statistical Office. Social trends 16. London: H.M.S.O.; 1986.
- City of Manchester Education Committee. Statistical information 1974/75. Manchester: CMEC; 1975.

- Department of the Environment, Scottish Development Department, Welsh Office. Road accidents in Great Britain 1971. London: H.M.S.O.; 1973.
- Department of Transport. Road accidents in Great Britain 1980. London: H.M.S.O.; 1981.
- Department of Transport. Road accidents in Great Britain 1986. London: H.M.S.O.; 1987.
- Education Authorities Directory. Redhill, Surrey: The School Government Publishing Co. Ltd.; 1988.
- General Register Office. Sample census 1966. London: H.M.S.O.; 1967.
- Office of Population Censuses and Surveys. Census 1971. London: H.M.S.O.; 1971.
- Office of Population Censuses and Surveys. Census 1981. London: H.M.S.O.; 1982.
- Office of Population Censuses and Surveys. Birth statistics. London: H.M.S.O.; 1985.
- Office of Population Censuses and Surveys. Population projections. London: H.M.S.O.; 1987a.
- Office of Population Censuses and Surveys. Monitor PP1/871. London: H.M.S.O.; 1987b.
- Office of Population Censuses and Surveys. Key population and vital statistics, England and Wales local authority areas 1986. London: H.M.S.O.; 1988.
- Preston, B. Statistical analysis of child pedestrian accidents in Manchester and Salford. *Accid. Anal. Prev.* 4:323-332; 1972.
- Preston, B. Child pedestrian accidents in Manchester and Salford. Manchester: Manchester Polytechnic; 1976:9-14.
- Preston, B. Child pedestrian deaths. *Walk.* Vol. 3, No. 7. London: Pedestrians Association; 1981:9-10.
- Salford Education Department. Private communication. Salford; 1988.
- Sandels, S. Unprotected road users. A behavioural study. *The Skandia Report* 111. Stockholm: Ramsays; 1979.
- West-Oram, F. G. The problem. Conference on providing for the pedestrian. Cheshire: Winsford; 1986.

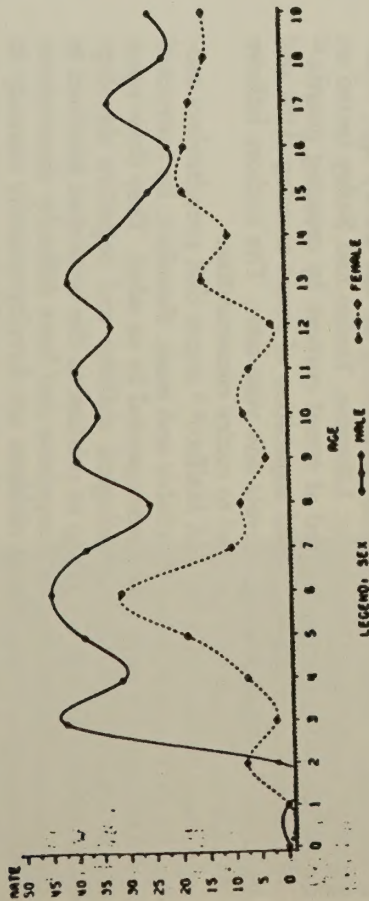


Figure 1. Annual rates of emergency room visits and admissions for pedestrian injuries by age and sex, Massachusetts (rate per 10,000 children).

and young adults, fewer than 20 per cent of fatal and under half of nonfatal injuries occur during this time period.²¹ Most pedestrian injuries occur on local roads in urban areas, particularly through streets. In the Massachusetts study, the rate of motor vehicle pedestrian injuries in the urban sites was 25.4 per 10,000 child-years compared with 9.0 per 10,000 in the suburban/rural sites. However, on roads with speed limits of 25 mph or less, only 3.4 per cent of struck pedestrians receive fatal injuries, whereas on roads with a speed limit of 55 mph, 23.1 per cent were killed.²¹ For children under 15, injuries at intersections account for less than 15 per cent of fatal and less than 30 per cent of nonfatal injuries. Children are more likely to be injured while darting or running into the street. The proportion of all injuries occurring at intersections rises with age.

One difficulty in interpreting the preceding figures is the absence of pertinent measures of exposure to the risk of a pedestrian injury—I.e., the

Table 3. Annualized Pedestrian Injury Rates (per 10,000) by Age and Sex: Massachusetts, 1979-1982*

AGE	MALES	FEMALES	TOTAL
0-4	14.5	3.3	9.0
5-9	36.7	13.1	25.1
10-14	35.6	7.8	21.8
15-19	24.1	15.7	20.0
0-19	28.1	10.3	19.3

*Source: Massachusetts Statewide Childhood Injury Prevention Project.

appropriate denominators. For example, the number of children injured at intersections will be related to the number of times children cross at the street. Similarly, the number injured in daylight hours is obviously a reflection of the amount of time spent on the street during daylight hours versus evening hours.

Howarth, Routledge, and colleagues in Great Britain have helped our understanding of the risk of pedestrian injuries to school-age children by developing estimates of injuries per pedestrian day, injuries per road crossing, and injuries per encounter with a vehicle.^{10, 18} They found that raw accident figures understate the degree of risk experienced by younger pedestrians. Overall, there is a steady decrease in each measure of accident risk from age five to 11. However, they found that five-year-old boys have six times the risk of ten-year-old boys; whereas five-year-old girls have only three times the risk of ten-year-old girls. Thus the greater risk of boys appears not to be related to their greater exposure but rather to other age- and sex-related developmental factors. They conclude that children's behavior, not simply their exposure to risk, is one of the major determinants of pedestrian injuries. These findings are important to pediatricians because they suggest that phenomena such as perception and judgment require more attention when formulating preventive efforts.

The Vehicle and its Driver

Less attention has been paid to the agent of pedestrian injuries than to the victim or the setting. Yet, Baker found that driver negligence was implicated in half of the collisions causing pedestrian deaths in Baltimore from 1968 to 1971; 58 per cent of these drivers had poor driving records prior to the crash.¹ It also has been reported that 14 per cent of the drivers involved in fatal injuries and eight per cent of those involved in nonfatal pedestrian injuries had been drinking alcoholic beverages.²¹ The characteristics of hit-and-run drivers must be further investigated if this serious problem is to be controlled.

Finally, because the preponderance of vehicles on the road are passenger cars, they are involved in about three quarters of fatal and nonfatal pedestrian injuries. However, heavier vehicles and, in particular, buses, are more likely to cause a pedestrian death.²¹

PREVENTING PEDESTRIAN INJURIES TO CHILDREN

The host-agent-environment model also can be used to structure interventions for preventing pedestrian injuries. Because motor vehicle pedestrian injuries result from the interaction of the three components of the model, altering the characteristics of any one of them may prevent injury and death. In this section, we consider several possible intervention strategies: Can young children be taught not to dart out into the street? Can city streets be engineered to separate pedestrians from traffic? Can the behavior of drivers be altered? How can a strategy that combines all three components be developed?

Teaching Young Children to be Safer Pedestrians

Researchers who support the educational approach to pedestrian injury prevention disagree over whether young children should be taught street crossing skills, or whether they need to be trained to avoid street crossing as much as possible. These alternative approaches are based on different views of cognitive development; each is supported by a limited amount of empirical data.

In promoting the street-crossing skills approach, Michon¹¹ argues, "A policy that prevents children from experiencing what the traffic system actually is like has great disadvantages. Apart from being extremely costly, it takes away the possibility of acquiring the necessary skills for dealing with traffic at an age when mastery of a (motorized) vehicle is not yet the overwhelming (and distracting) motivation; good habits should come earlier than that."

Michon provides a summary of recommendations for effective pedestrian education programs for children age four to eight. First, programs should focus on traffic tasks that are performed frequently and are particularly dangerous to children, such as crossing between parked cars. Second, traffic education should aim at skill acquisition rather than knowledge retention; children must "do and observe doing." It is not until ages nine to ten that knowledge can effectively complement these skills. Third, programs must achieve realism in the training environment; substitutes such as traffic playgrounds and classroom models are ineffective. Fourth, a child should be taught to behave correctly even if his or her attention is distracted, for example, by friends, play, or an ice cream van. Fifth, positive reinforcement must be used. Finally, for educating young children, parent participation is a major requirement.¹²

Several projects have employed some or all of these principles in teaching street-crossing skills. Limbourg and Gerber evaluated one such road safety training program involving 658 children, age three to six years.¹³ The program recruited parents as safety educators and provided them and brochures describing exercises for parents to practice with their children in real traffic situations. The final evaluation showed significant improvement in pedestrian behavior, depending on the child's age, training quality, and training frequency. Likewise, Yeaton and Bailey tested an instructional package implemented at street corners by crossing guards.¹⁴ Twenty-four children showed rapid acquisition of street-crossing skills and maintained these skills at high levels one year later. The authors believe that this program can be expanded to entire communities.

In sharp contrast, Embry and Malfetti¹⁵ argue that preschoolers cannot be taught to cross the street reliably and must, therefore, be instructed to avoid the street, except when accompanied by an adult. They draw upon Lindell's research¹⁶ on the psychological abilities and cognitive development of children in this age group in relation to the behaviors involved in street crossing. Preschoolers are impulsive and have difficulty discriminating left from right. These young children are developmentally unready to evaluate the cues necessary to assess the time available to cross the street. For example, the different sizes of various car models may mislead them about a vehicle or distance. There is empirical evidence that children have

difficulty judging the speed of oncoming cars. In summary, preschoolers appear not to be able to process the many pieces of information needed to decide when it is safe to cross the street. Thus, Embry and Malfetti conclude that young children lack the relevant cognitive and other skills required to make valid and consistent judgments about crossing the street safely.

In a later study, Embry and Malfetti consequently devised and tested an educational program based on the concept of teaching children boundaries for safe play. Their preschooler program, the Safe Playing Kit, proposes to change children's behavior by modeling and parent training. Story books extolling the virtues of playing on the grass or sidewalk, but not in the street, are combined with parental praise. Improving parental knowledge of child development is an important component of the program.¹⁶ An evaluation conducted on a small number of children showed that the program had reduced entry into the street from 16 occasions per day to one occasion per day.

Fortunately, an intervention based on what appear to be similar principles, was conducted in Alabama on a very large scale.¹⁷ From a detailed analysis of accident records over a period of three years, it was evident that 6 to 7 year olds were overrepresented. Accordingly, the Alabama Office of Highway Safety, in conjunction with the state education department, designed and implemented a safety program aimed at first and second grade school children in four cities. A total of nearly 18,000 children ages 6 to 7 were involved in an educational program aimed at helping them learn the basic rules for safe walking, for crossing intersections, and for understanding traffic signs and regulations. Using a set of eight basic rules, each child was engaged in a set of learning activities such as actual roadside demonstrations of the proper way to cross streets, discussions of why it is safer to cross at corners, drawing pictures of safe distances, and discussing traffic signs and signals and the meaning of right of way.

The evaluation consisted of analysis of records of motor vehicle accidents over a four-year-period—two prior to and two following the initiation of the program. The key statistics used—the ratio of the number of accidents in the target age group to the total number for all other ages—clearly suggests that the program was highly effective. When the before and after periods were compared, it was observed that the proportion of pedestrian injuries occurring in the 6 to 7 year age group fell from 12 per cent to 8 per cent. This is a statistically significant reduction ($p < .01$) and represents a prevention of approximately 40 injuries in the target population.¹⁷

Thus, while the theory behind competing educational approaches appears well developed, the empirical data about their relative effectiveness is meager. An OECD Expert Scientific Group on Traffic Safety of children reviewed 17 studies of traffic education and found that few of them related the attainment of knowledge to changes in behavior and/or to a reduction in pedestrian injury rates in a population. We conclude that educational efforts to teach pedestrian skills to young children are important, regardless of the philosophy or theoretical concepts employed. However, additional larger community-based trials, like the Alabama study, are needed to establish their effectiveness before promoting their universal adoption.

Pedestrian Injuries to Children and Youth

Bernard Guyer, M.D., M.P.H.,* Alice M. Talbot, M.S.,† and
I. Barry Pless, M.D.‡

With few exceptions, streets, highways, and motor vehicles have been engineered to promote more efficient transportation rather than to protect the safety of pedestrians. As a result, traffic-related injuries to children predominate as the most serious child health problem in Western society. To understand the problem of pedestrian injuries and implement effective strategies, clinicians and public health workers must begin to work with engineers, safety officials, and city planners who dominate this field. The purpose of this paper is to review the epidemiology of pedestrian injuries and introduce clinicians to the literature on pedestrian traffic safety and child behavior.

While international comparisons must be made with caution, because of differences in reporting and definitions, they do provide some reason for optimism. Some countries have much lower motor vehicle injury rates than others, and in most countries the changes over time have been encouraging. These international statistics offer clues, as yet to be unravelled, about preventive strategies that could be adopted, or implemented with great vigor, to substantially reduce pedestrian injuries and deaths among children in the United States.

The mortality rate for all motor vehicle injuries involving children under five in the United States in 1979 was 7.6 per 100,000; the figure for the United Kingdom was about half as great—4.6 per 100,000.¹⁵ In the Netherlands, the rate of fatal pedestrian injuries to children 0 to 15 years was 18.7 per million population, less than half the rate in neighboring Belgium (50.4 per million).¹⁵ Likewise, in 1979 the pedestrian fatality rate among children five to nine years old in Ireland was 6.8 per 100,000, compared with only 1.7 per 100,000 in Finland, two countries with similar

*Director, Division of Family Health Services, Massachusetts Department of Public Health, Boston, Massachusetts

†Research Assistant, Division of Family Health Services, Massachusetts Department of Public Health, Boston, Massachusetts

‡Professor of Pediatrics and Epidemiology, The Montreal Children's Hospital, Montreal, Quebec, Canada

FIGURE 6

Most fatal and nonfatal pedestrian injuries to children occur between the ages of four and nine years. For fatal injuries, a second peak occurs at 18 to 19 years. In Table 2, these United States mortality rates are aggregated into standard age groups. In general, when a pedestrian is struck by a motor vehicle his risk of death rises with age, from about four per cent of children under 15 years to more than 15 per cent of those over 75 years of age.²¹ However, as the data in the table indicate, within the childhood years the risk for those under 10 is considerably greater than for older children and adolescents.

Statistics on morbidity from pedestrian injuries are available from a limited number of studies. In a study of 14 Massachusetts towns from 1979 to 1982, the overall pedestrian injury rate was 19.3 per 10,000 children and youth age 0 to 19, with a peak rate of 38.1 per 10,000 children age seven years. The rate for boys is greater than for girls at all ages (Fig. 1). Table 3 provides age and sex specific rates. Twenty-four per cent of injured child pedestrians of both sexes suffered intracranial injury, while 13 per cent received other fractures.⁸ Eighty-two per cent of injured child pedestrians were treated in emergency rooms and released; the remainder were admitted to a hospital.⁸

Wolfe and O'Day reported similar age specific injury rates in all three data sets they examined: the National Highway Traffic Safety Administration; Fatal Accident Reporting System (FARS), 1975-1979; State of Michigan data, 1976-1979; and State of Washington data, 1974-1978.²¹ Likewise, comparable findings were observed in a total population survey of all child traffic accidents in Montreal over an 18-month period. Overall, 60 per cent of all motor vehicle accidents affected pedestrians. The overall pedestrian injury rate was 23.2 per 10,000 per year. The highest rate was observed for boys age 5 to 9 years: 52.3, compared with 29.3 for girls in this age group. The ratio of boys to girls injured in this manner was about 3:2. 1.4 per cent of pedestrian injuries were fatal, 23.8 per cent were admitted to hospitals, and 32.3 per cent had injuries of considerable clinical severity. Of those with the more severe injuries, 43.5 per cent involved the head and neck and 37.3 per cent the lower extremities.¹⁶

The Environment in Which the Injury Occurs

Eighty per cent of pedestrian injuries to children occur during daylight hours; most between noon and 6 P.M. By comparison, for adolescents

Table 2. Age and Sex Specific Pedestrian Death Rates (per 100,000) United States, 1980*

AGE	MALES	FEMALES	TOTAL
0-4	4.82	3.54	4.20
5-9	5.73	3.10	4.44
10-14	2.52	1.72	2.13
15-19	5.38	2.11	3.78
20-24	4.62	2.56	3.61

*Source: National Center for Health Statistics 1979; and U.S. Census, 1980

EPIDEMIOLOGY OF PEDESTRIAN INJURIES

Both the study of pedestrian injuries and the formulation of preventive strategies lend themselves to analyses using the familiar epidemiologic model of host-agent-environment. The host is the child pedestrian, the agent is the kinetic energy imparted by a motor vehicle, and the environment is the relationship between pedestrian space and motor vehicle space. To say that an accident occurred because the child or the driver was careless oversimplifies the problem. Each component of the model needs to be examined in some detail to understand all the complex causal links between driver behavior and child pedestrians. In this section of the paper we examine the epidemiologic factors related to agent, host, or environment that help explain the risk of pedestrian injury. In the following section we examine strategies for targeting prevention efforts at agent, host, or environment, alone or in varying combinations.

The Injured Pedestrian

Each year in the United States about 6000 adults and 2000 children and youth are fatally injured when pedestrians are struck by motor vehicles. Another 110,000 receive nonfatal injuries.¹⁴ Over the last 25 years the pedestrian death rate for all age groups per 100,000 population has changed little. However, when injuries are calculated per number of vehicles on the road and per vehicle miles, which may be more accurate measures of the risk of pedestrian injury, there appears to be a significant decline (Table 1).²¹

Table 1. Pedestrian Deaths and Death Rates, United States*

YEAR	PEDESTRIAN DEATHS	PEDESTRIAN DEATHS AS % OF TOTAL		RATES PER 100 MILLION VEHICLE MILES		PER 100,000 POPULATION
		M.V.	DEATHS†	M.V.	DEATHS	
1954	8,000	22.5	1.37	1.42	1.42	4.94
1959	7,850	20.7	1.10	1.12	1.12	4.43
1964	9,000	18.9	1.04	1.06	1.06	4.71
1969	10,100	18.1	0.96	0.95	0.95	5.01
1974	8,500	18.3	0.85	0.66	0.66	4.02
1979	9,400	18.1	0.59	0.62	0.62	4.28

*Adapted from Wolfe, A. C., and Day, J.: Pediatrician accidents in the U.S. HSRI Research Review, *March/April*, 12:1-16, 1982.
†M.V.: motor vehicle.

Modifying Driver Behavior

Teaching children to avoid moving cars is not only difficult, but also conveys the wrong message to drivers: that it is the pedestrian's responsibility to avoid the car, not the reverse. Although drivers are the initial agents of pedestrian injuries, the literature pays much less attention to their behavior than to that of the pedestrian. The drunk driver is recognized as a hazard, and any solutions to this problem would go well beyond preventing pedestrian injuries. Baker, Robertson, and O'Neill recommend qualitative alcohol tests for all drivers involved in a pedestrian collision and swift suspension of licenses.¹ However, they conclude that "since the behavior of high-risk drivers may be as difficult to modify as that of high-risk pedestrians, ultimate solutions probably lie in modifying roads, vehicles, and traffic patterns."

In addition to the well recognized benefits of curbing the number of intoxicated drivers, other efforts to modify driver behavior could play an important role in protecting child pedestrians. There is good reason to believe that regulating the behavior and performance of drivers may be a key factor in the equation. For example, driver training and licensing must aim not only toward improving a driver's technical skills, but also must instill proper attitudes toward the rights and needs of pedestrians. When a lack of such attitudes is evident (e.g., in frequent driving infractions) the legal penalty must include swift removal of the right to drive through license revocation or suspension. Although this recourse exists in most legal systems, in the minds of many it is used far less often than it should be.¹⁵

Driver information campaigns enjoy limited success and require frequent repetition and reinforcement of the message in various ways. Police roles as both educators and enforcers have been studied and the results—at least over short periods of time—are encouraging.¹⁶ One promising tool is the "automatic control device," which places a camera in position to film cars that commit violations. A fine is presented to the car owner, whether or not he was driving at the time of the violation. This approach has the added advantage of freeing the police from more tedious controls and allowing them to concentrate on other violations. The most important police measures are those aimed at curbing speeding and drunken driving. In both instances, it is essential that the judicial system ensure that the driver is punished once caught, and that the punishment be swift and appropriate.

In general, two different strategies for modifying the behavior of drivers have been employed with some success. The first is based on tactics that increase the expected benefits of cautious behavior while the second relies on tactics to increase the expected cost of risky behavior. An example of the former is a study reported by Harano and Hubert.⁹ Drivers were rewarded for accident-free and violation-free driving through free extension of their licenses. Compared with matched controls, the experimental group showed a 22 per cent reduction in accidents among drivers who had an accident in the year preceding the incentive program. Another example of the same approach includes reduction in insurance premiums.

A study utilizing the increased cost tactic showed a 54 per cent reduction in personal injury accidents in a military installation following the in-

roduction of procedures that threatened loss of rank, dishonorable discharge, or referral to a psychiatrist for those found to be at fault in an accident.²

Separating Kids from Cars

Engineering and architectural changes to roads, vehicles, and traffic may be the most innovative, far reaching, and perhaps, in the long run, the least expensive approach to reducing pedestrian injuries. The OECD Expert Scientific Group on traffic safety of children¹⁸ has identified several strategies employed in Western European countries to enhance the traffic safety environment. These may serve as models worthy of emulation in the United States.

In the Scandinavian system for new residential areas, motor vehicle traffic is separated from pedestrian and bicycle traffic, and through traffic is differentiated from local traffic. New areas are divided into neighborhoods where through traffic is directed to a main road network. Within the neighborhood, traffic is further reduced to minimize nuisance and accident risks. Streets are designed to adapt to the volume and speed of traffic and activities, and residences are located so that travel distances are minimized and/or made more accessible by foot, bicycle, or bus. In Sweden, these principles have all been incorporated into a set of recommendations for the planning of new communities.

In existing residential areas of Scandinavia, these same planning principles have been used to remove through traffic from residential streets by creating cul-de-sacs, loops, and one-way streets. Vehicle speed on these streets is controlled by physical measures (road speed bumps, obstacles, narrow street widths, etc.) and through traffic is carefully routed. Evaluation of these efforts in several Scandinavian cities has shown reduction of both traffic flow through the residential areas and an overall reduction in traffic-related injuries.¹⁹

In the Netherlands, the "Woonerf" or "living street" model does not separate motor vehicle traffic from pedestrians or cyclists or even from children playing. All kinds of traffic are permitted in the same area with the basic understanding that in a "Woonerf," pedestrians and cyclists, rather than motor traffic, have the dominant role. Furthermore, the speed of motor traffic is restricted to an acceptable level by physical measures built into the streets, such as narrowing the street or lane width, shortening the length of straight sections of the streets, or by obstacles of various kinds, road humps, etc. The Woonerf model, although an attractive concept, is a recent development and still awaits proper evaluation.¹⁵

Although there are not many well designed studies to prove the benefits of any one of these approaches, some of the available data are encouraging. Several of the pedestrian priority schemes, in Britain and Denmark for example, show reductions in accidents when comparing periods before the introduction of the scheme to longer periods after it. In other studies, instead of comparing the same area before and after a modification has been introduced, areas with different environmental features are compared at the same time. In the Netherlands, for example, 11 districts in Amsterdam were studied. The area with the best safety record was one that con-

istently separated traffic and child pedestrians. In Norway there was a marked difference between the best and worst areas of one city. The best were recently built residential districts; the worst was the city center's residential area. Although none of the results cited constitutes water-tight evidence of the effectiveness of environmental measures, the magnitude and direction of all of the results is encouraging. The OECD Report concludes that in residential areas in which there is adequate separation between motor vehicles and unprotected pedestrians, and a differentiation between through and local traffic, traffic safety will be three to five times greater than in nonseparated areas. Although there is no comparable data from North American cities, it is hard to imagine that further efforts in this direction would not have a profound effect on reducing the number of injuries to child pedestrians in our urban communities as well.

A further example of the importance of traffic engineering is the adoption of right-turn-on-red (RTOR) laws in the 1970's. These changes appear to have increased the number of collisions between motor vehicles and both pedestrians and bicycles. Presser et al.¹¹ reviewed data from several states and cities and has shown an increase from 43 to 107 per cent for pedestrian injuries at these sites. The majority of these RTOR crashes involved a driver looking left for a gap in traffic while striding a pedestrian coming from the right.

Snyder¹⁰ emphasized the importance of pedestrian accidents involving children running to an ice cream vendor truck. He recommended special flashing lights on these vehicles to warn oncoming drivers, restricting stops to specific areas, and special driver training for ice cream vendors.

A similar problem mentioned by several authors concerns traffic safety around school bus stops. Knoblauch,¹¹ in a study of rural and suburban pedestrian injuries, identified the risks to children approaching or leaving school buses. Model regulations for school bus pedestrians were subsequently proposed, but have not yet been evaluated scientifically.

Finally, the problem of automobile parking and child pedestrian injuries related to "darting out" has been reviewed by traffic engineers. Mid-block crosswalks, which are used in some European countries, have not been shown to be effective. Snyder¹⁰ suggests flat angle parking (22°) of cars on one side of the street only, thereby closing the gaps between parked cars and obstructing the direct entry of children into the line of traffic. While this approach is innovative and intriguing, Snyder reports no trials of its effectiveness, and its widespread adoption would require major modifications of entire neighborhoods.

THE ROLE OF HEALTH PROFESSIONALS IN PEDESTRIAN SAFETY

The pediatrician must approach the prevention of child pedestrian injuries with a sense of optimism tempered by realistic caution. The comparative international statistics clearly indicate that some countries (or regions) have much lower pedestrian injury rates than others and that these rates have decreased over time despite a generally increasing level of motor vehicle traffic. In part, these successes represent major investments by

some nations, particularly those in Scandinavia, to build a safer environment for pedestrians. In part, the observed differences may reflect inherent or learned driver attitudes, behaviors, and habits that vary from society to society. Unfortunately, much of these variations remain unexplained given our current level of knowledge. Whatever the combination of reasons, however, the lower injury rates in some countries represent targets for pedestrian injury prevention activities in North America. A major task for further research will be identifying and adapting the successful intervention strategies to our setting.

In accepting this challenge, pediatricians must clarify their own role in such efforts. Anticipatory guidance in the clinical setting, the traditional health education tool of the pediatrician, does not currently appear to be a useful approach to the prevention of pedestrian injuries. In fact, a recent review on injury prevention by Bergman does not address pedestrians.³ No techniques or materials for use in the office or clinic appear to be available.

Pediatricians, however, remain the advocates for children. They can join with and motivate other professionals to create the political will to respond to the problem of pedestrian injuries. Since the data suggest the need for combined educational, regulatory, and environmental efforts, pediatricians must help forge the multidisciplinary coalitions needed to devise and implement community-based programs. Teachers and developmentalists will need to establish effective child and family education programs. Police and safety officers must ensure enforcement of traffic laws and control of drivers. Civil and traffic engineers must be engaged to rethink our urban roadways. Pediatricians will need to work with all these disciplines. In many places such groups have already formed around efforts to pass child auto passenger restraint legislation. Extending these efforts to pedestrian safety may be the most promising avenue to future success.

ACKNOWLEDGMENTS

We wish to thank Carey Azara for preparation of the tables and figure and Francine Saunders, Dan Torosian and Shirley Phipps for preparation of the manuscript. This work was supported, in part, by the U.S. Department of Health and Human Services, Office of Maternal and Child Health, Grant No. MCH 022001, through the Statewide Childhood Injury Prevention Program, Division of Family Health Services, Massachusetts Department of Public Health.

REFERENCES

1. Baker, S., Robertson, L., and O'Neill, B.: Fatal pedestrian collisions—Driver negligence. *Am. J. Pub. Health*, 64:318-325, 1974.
2. Barnack, J. E., and Payne, P. E.: The Lackland accident countermeasure experiment. *Highway Research Board Proceedings*, 40:513-522, 1961.
3. Bergman, A. B.: Use of education in preventing injuries. *Pediatr. Clin. North Am.*, 29:331-336, 1982.
4. Department of Transportation: Road accidents Great Britain, 1981. London, Her Majesty's Stationery Office, 1983.

5. Embry, D., and Malfetti, J.: Reducing the risk of pedestrian accidents to preschoolers by parent training and symbolic modeling for children. Research report 2. Falls Church, VA, AAA Foundation for Traffic Safety, 1981.
6. Embry, D., and Malfetti, J.: Safe playing. Final report on process field test. Falls Church, VA, AAA Foundation for Traffic Safety, 1982.
7. Fortenberry, J. C., and Brown, D. B.: Problem identification, implementation and evaluation of a pedestrian safety program. *Accid. Anal. Prevent.*, 14:315-322, 1982.
8. Gallagher, S. G., Finison, K., Guyer, B., et al.: The incidence of injuries among 87,000 Massachusetts children and adolescents; Results of the 1980-1981 Statewide Childhood Injury Prevention Program Surveillance System. *Am. J. Public Health* (in press).
9. Harano, R., and Hubert, D. E.: An evaluation of California's "good driver" incentive program, Report No. 6, California Division of Highways, Sacramento, 1974.
10. Howarth, C. I., and Repetto-Wright, R.: The measurement of risk and attribution of responsibility for child pedestrian accidents. *Safety Education*, 144:10-13, 1978.
11. Knoblauch, R. L.: Causative factors and countermeasures for rural and suburban pedestrian accidents. U.S. Dept. of Transportation. DOT HS-802-266. March 1977.
12. Limbourg, M., and Gerber, D.: A parent training program for the road. Safety education of preschool children. *Accid. Anal. Prevent.*, 13:255-267, 1981.
13. Michon, J. A.: Traffic education for young pedestrians: An introduction. *Accid. Anal. Prevent.*, 13:163-167, 1981.
14. National Safety Council: Accident Facts, 1983 Edition. Chicago, National Safety Council, 1983.
15. Organization for Economic Cooperation & Development: Traffic safety of children. Report prepared by an OECD Scientific Expert Group, Paris, April 1983.
16. Pless, I. B., Frappier, J.-Y., and Stulginskis, J. V.: The epidemiology of road accidents in childhood: A controlled study of risk factors. A report prepared for the National Health Research and Development Program, Health and Welfare Canada, Ottawa, 1983.
17. Preusser, D. F., Leaf, W. A., DeBartolo, K. B., et al.: The effect of right-turn-on-red on pedestrian and bicycle accidents. National Highway Traffic Safety Administration. DOT HS-806-182. 1981.
18. Routledge, D. A., Repetto-Wright, R., and Howarth, C. I.: The exposure of young children to accident risk as pedestrians. *Ergonomics*, 17:457-480, 1974.
19. Sandels, S.: Young children in traffic. *Br. J. Educ. Psychol.*, 40:111-115, 1970.
20. Snyder, M. B.: Regulations for pedestrian and cycle safety: Why, who, what and how to regulate. In Metropolitan Assoc. of Urban Designers and Environmental Planners. Proceedings of the Seminar of Bicycle/Pedestrian Planning and Design. Dec. 12-14, 1984. Florida. American Society of Civil Engineers, New York, 1974, p. 553-564.
21. Wolfe, A. C., and O'Day, J.: Pedestrian Accidents in the U.S. HSRI Research Review. Highway Safety Research Institute. 12(5):1-16, 1982.
22. Yeaton, W. H., and Bailey, J. S.: Teaching pedestrian safety skills to young children: An analysis and one-year follow-up. *J. Appl. Behav. Anal.*, 11:315-329, 1978.

Division of Family Health Services
Massachusetts Department of Public Health
150 Tremont Street
Boston, Massachusetts 02111

Manager

Any pediatrician may suddenly become a trauma victim. At such moments, the pediatrician becomes a physician for leadership; a transition from leader to spectator and may lose the skills of those who know most about the proper prophylaxis.

The first 20 minutes of medical care is the outcome for the multiply injured child. This critical period is to preserve the child from injury, to begin to reverse the damage, to find all of the injuries and decide the definite sequence in which these injuries are treated. The experience in the Trauma Receiving Center at the Trauma Institute prompts the following management of acutely injured children:

Immobilize Neck

The patient with an unrestrained head is a danger. If a Philadelphia collar is unavailable, use a towel for whiplash injuries, may be used to place sandbags against both sides of the head to the forehead, securing the patient.

Remove Clothing

It is impossible to properly examine a patient as little as possible, clothing is removed, cost or modesty, cutting it off with age scissors.

*Professor of Surgery, Tufts University
Trauma and Director of the Kiwanis
Center, Boston, Massachusetts

Safety of employees, students to be studied

By Elizabeth Galvin
Staff Writer

The Hamilton Board of Education is looking critically at its policy on safety in schools.

Trustee Lill Orban raised the issue at a recent committee meeting after she was approached by a teacher concerned about the growing number of violent incidents in Hamilton schools.

Ms. Orban criticized the board's existing policy on abuse and assault in schools, calling it reactionary, and suggested all Hamilton schools adopt community policing, which is in place in several east Hamilton schools.

Trustees listened to her suggestions and referred the matter to board officials, who will consult with educators and police, and report their findings at the next operations management committee meeting.

See TRUSTEE/page 4

Trustee calls policy a 'band-aid'

Continued from Page 1

The board document implemented in the fall of 1991, Policy Against Assault in the School Environment, addresses all types of assault — assault on students by students, assault on employees by students and the abuse-assault on students by employees.

It recommends procedures for stopping a fight or dealing with a student who is found with a weapon.

Ms. Orban believes such a policy is necessary, but it is only a band-aid solution to the problem.

"We need a more pro-active approach," she said.

She believes community policing is the answer.

In such a situation, a particular officer is assigned to the area or school. He or she makes regular visits to the area to develop a positive relationship with staff, students and parents, and to provide assistance.

Once the assigned officer becomes familiar with the area and its particular problems, he or she can deal with them more effectively.

When a live shell was brought into an east Hamilton school, the assigned officer conducted an information assembly to warn students of the dangers of handling live shells.

At Sir Allan MacNab Secondary School, community policing was implemented in response to growing concern over loitering at a nearby mall. The situation was cleared up right away.

The teacher, who relayed her concerns to Ms. Orban, referred to an incident at a Mountain school where two students were found with .22 calibre guns, and another incident at a lower-city school where several students were found with chains and knives.

Suggestions

Besides looking at community policing models, Ms. Orban has also suggested that training seminars for both educators and police be introduced, and a more integrated approach to the delivery of services in crisis situations be taken.

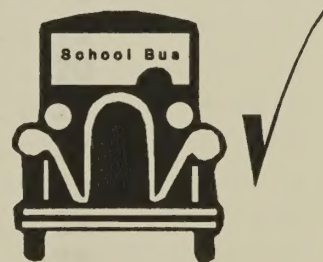
Integrating services provided by the board and police, with regards to safety issues, would be more cost effective, said Ms. Orban.

Brief To :

The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Regarding:

Transportation Policy Change
Elimination of School Buses within
2.4 KM of Middle Schools



Prepared By:

CONCERNED CITIZENS
OF THE
THORNBRAE/BURKHOLDER COMMUNITY

June 25, 1992

INDEX

PAGE

A. WHO WE ARE	1
B. POLICY CHANGE/COMMUNICATION	2
C. SAFETY CONCERNS	3
D. BUDGET ISSUES	7
E. RESPONSIBILITIES OF PARENTS	8
F. COST SAVING SUGGESTIONS	9
G. CONCLUSIONS	9
H. APPENDICES :	
H 1 Area Map	10
H 2 Transportation Change Notice	11
H 3 Child Abduction Prevention	12
H 4 Thornbrae Notice	13
H 5 Traffic - Monday AM Upper Sherman	14
H 6 Traffic - Monday AM Mohawk Road	15
H 7 Traffic - Monday PM Upper Sherman	16
H 8 Traffic - Monday PM Mohawk Road	17
H 9 Traffic - Tuesday AM Upper Sherman	18
H 10 Traffic - Tuesday AM Mohawk Road	19
H 11 Traffic - Tuesday PM Upper Sherman	20
H 12 Traffic - Tuesday PM Mohawk Road	21
H 13 Traffic - Wed. AM Upper Sherman	22
H 14 Traffic - Wed. AM Mohawk Road	23
H 15 Traffic - Wed. PM Upper Sherman	24
H 16 Traffic - Wed. PM Mohawk Road	25
H 17 Traffic - Thurs. AM Upper Sherman	26
H 18 Traffic - Thurs. AM Mohawk Road	27
H 19 Traffic - Thurs. PM Upper Sherman	28
H 20 Traffic - Thurs. PM Mohawk Road	29
H 21 Traffic - Friday AM Upper Sherman	30
H 22 Traffic - Friday AM Mohawk Road	31
H 23 Traffic - Friday PM Upper Sherman	32
H 24 Traffic - Friday PM Mohawk Road	33
H 25 Traffic - Week AM Upper Sherman	34
H 26 Traffic - Week AM Mohawk Road	35
H 27 Traffic - Week PM Upper Sherman	36
H 28 Traffic - Week PM Mohawk Road	37
H 29 Mountain News Article	38
H 30 Police Crime Statistics	39
H 31 Budget Expenses 92/91	40
H 32 Budget Revenues 92/91	41
H 33 Expenses 1987 to 1992	42
H 34 Revenues 1987 to 1992	43
H 35 Salaries Graph	44
H 36 Budget increase(decrease) Graph	45
H 37 Surplus land holdings of the Board.....	46

A. AIMS OF THE STUDY 1
B. STUDY ORGANIZATION 2
C. SAFETY CONCERNS 3
D. SUBJECTS 4
E. RESPONSES TO FACTS 5
F. COST-BENEFIT ANALYSIS 6
G. CONCLUSIONS 7
H. REFERENCES 8

H. 1. Aims of the Study 10
H. 2. Study Organization 11
H. 3. Safety Concerns 12
H. 4. Subjects 13
H. 5. Responses to Facts 14
H. 6. Cost-Benefit Analysis 15
H. 7. Conclusions 16
H. 8. References 17
H. 9. Aims of the Study 18
H. 10. Study Organization 19
H. 11. Safety Concerns 20
H. 12. Subjects 21
H. 13. Responses to Facts 22
H. 14. Cost-Benefit Analysis 23
H. 15. Conclusions 24
H. 16. References 25
H. 17. Aims of the Study 26
H. 18. Study Organization 27
H. 19. Safety Concerns 28
H. 20. Subjects 29
H. 21. Responses to Facts 30
H. 22. Cost-Benefit Analysis 31
H. 23. Conclusions 32
H. 24. References 33
H. 25. Aims of the Study 34
H. 26. Study Organization 35
H. 27. Safety Concerns 36
H. 28. Subjects 37
H. 29. Responses to Facts 38
H. 30. Cost-Benefit Analysis 39
H. 31. Conclusions 40
H. 32. References 41
H. 33. Aims of the Study 42
H. 34. Study Organization 43
H. 35. Safety Concerns 44
H. 36. Subjects 45
H. 37. Responses to Facts 46
H. 38. Cost-Benefit Analysis 47
H. 39. Conclusions 48
H. 40. References 49
H. 41. Aims of the Study 50
H. 42. Study Organization 51
H. 43. Safety Concerns 52
H. 44. Subjects 53
H. 45. Responses to Facts 54
H. 46. Cost-Benefit Analysis 55
H. 47. Conclusions 56
H. 48. References 57
H. 49. Aims of the Study 58
H. 50. Study Organization 59
H. 51. Safety Concerns 60
H. 52. Subjects 61
H. 53. Responses to Facts 62
H. 54. Cost-Benefit Analysis 63
H. 55. Conclusions 64
H. 56. References 65
H. 57. Aims of the Study 66
H. 58. Study Organization 67
H. 59. Safety Concerns 68
H. 60. Subjects 69
H. 61. Responses to Facts 70
H. 62. Cost-Benefit Analysis 71
H. 63. Conclusions 72
H. 64. References 73
H. 65. Aims of the Study 74
H. 66. Study Organization 75
H. 67. Safety Concerns 76
H. 68. Subjects 77
H. 69. Responses to Facts 78
H. 70. Cost-Benefit Analysis 79
H. 71. Conclusions 80
H. 72. References 81
H. 73. Aims of the Study 82
H. 74. Study Organization 83
H. 75. Safety Concerns 84
H. 76. Subjects 85
H. 77. Responses to Facts 86
H. 78. Cost-Benefit Analysis 87
H. 79. Conclusions 88
H. 80. References 89
H. 81. Aims of the Study 90
H. 82. Study Organization 91
H. 83. Safety Concerns 92
H. 84. Subjects 93
H. 85. Responses to Facts 94
H. 86. Cost-Benefit Analysis 95
H. 87. Conclusions 96
H. 88. References 97
H. 89. Aims of the Study 98
H. 90. Study Organization 99
H. 91. Safety Concerns 100
H. 92. Subjects 101
H. 93. Responses to Facts 102
H. 94. Cost-Benefit Analysis 103
H. 95. Conclusions 104
H. 96. References 105
H. 97. Aims of the Study 106
H. 98. Study Organization 107
H. 99. Safety Concerns 108
H. 100. Subjects 109
H. 101. Responses to Facts 110
H. 102. Cost-Benefit Analysis 111
H. 103. Conclusions 112
H. 104. References 113
H. 105. Aims of the Study 114
H. 106. Study Organization 115
H. 107. Safety Concerns 116
H. 108. Subjects 117
H. 109. Responses to Facts 118
H. 110. Cost-Benefit Analysis 119
H. 111. Conclusions 120
H. 112. References 121
H. 113. Aims of the Study 122
H. 114. Study Organization 123
H. 115. Safety Concerns 124
H. 116. Subjects 125
H. 117. Responses to Facts 126
H. 118. Cost-Benefit Analysis 127
H. 119. Conclusions 128
H. 120. References 129
H. 121. Aims of the Study 130
H. 122. Study Organization 131
H. 123. Safety Concerns 132
H. 124. Subjects 133
H. 125. Responses to Facts 134
H. 126. Cost-Benefit Analysis 135
H. 127. Conclusions 136
H. 128. References 137
H. 129. Aims of the Study 138
H. 130. Study Organization 139
H. 131. Safety Concerns 140
H. 132. Subjects 141
H. 133. Responses to Facts 142
H. 134. Cost-Benefit Analysis 143
H. 135. Conclusions 144
H. 136. References 145
H. 137. Aims of the Study 146
H. 138. Study Organization 147
H. 139. Safety Concerns 148
H. 140. Subjects 149
H. 141. Responses to Facts 150
H. 142. Cost-Benefit Analysis 151
H. 143. Conclusions 152
H. 144. References 153
H. 145. Aims of the Study 154
H. 146. Study Organization 155
H. 147. Safety Concerns 156
H. 148. Subjects 157
H. 149. Responses to Facts 158
H. 150. Cost-Benefit Analysis 159
H. 151. Conclusions 160
H. 152. References 161
H. 153. Aims of the Study 162
H. 154. Study Organization 163
H. 155. Safety Concerns 164
H. 156. Subjects 165
H. 157. Responses to Facts 166
H. 158. Cost-Benefit Analysis 167
H. 159. Conclusions 168
H. 160. References 169
H. 161. Aims of the Study 170
H. 162. Study Organization 171
H. 163. Safety Concerns 172
H. 164. Subjects 173
H. 165. Responses to Facts 174
H. 166. Cost-Benefit Analysis 175
H. 167. Conclusions 176
H. 168. References 177
H. 169. Aims of the Study 178
H. 170. Study Organization 179
H. 171. Safety Concerns 180
H. 172. Subjects 181
H. 173. Responses to Facts 182
H. 174. Cost-Benefit Analysis 183
H. 175. Conclusions 184
H. 176. References 185
H. 177. Aims of the Study 186
H. 178. Study Organization 187
H. 179. Safety Concerns 188
H. 180. Subjects 189
H. 181. Responses to Facts 190
H. 182. Cost-Benefit Analysis 191
H. 183. Conclusions 192
H. 184. References 193
H. 185. Aims of the Study 194
H. 186. Study Organization 195
H. 187. Safety Concerns 196
H. 188. Subjects 197
H. 189. Responses to Facts 198
H. 190. Cost-Benefit Analysis 199
H. 191. Conclusions 200
H. 192. References 201
H. 193. Aims of the Study 202
H. 194. Study Organization 203
H. 195. Safety Concerns 204
H. 196. Subjects 205
H. 197. Responses to Facts 206
H. 198. Cost-Benefit Analysis 207
H. 199. Conclusions 208
H. 200. References 209
H. 201. Aims of the Study 210
H. 202. Study Organization 211
H. 203. Safety Concerns 212
H. 204. Subjects 213
H. 205. Responses to Facts 214
H. 206. Cost-Benefit Analysis 215
H. 207. Conclusions 216
H. 208. References 217
H. 209. Aims of the Study 218
H. 210. Study Organization 219
H. 211. Safety Concerns 220
H. 212. Subjects 221
H. 213. Responses to Facts 222
H. 214. Cost-Benefit Analysis 223
H. 215. Conclusions 224
H. 216. References 225
H. 217. Aims of the Study 226
H. 218. Study Organization 227
H. 219. Safety Concerns 228
H. 220. Subjects 229
H. 221. Responses to Facts 230
H. 222. Cost-Benefit Analysis 231
H. 223. Conclusions 232
H. 224. References 233
H. 225. Aims of the Study 234
H. 226. Study Organization 235
H. 227. Safety Concerns 236
H. 228. Subjects 237
H. 229. Responses to Facts 238
H. 230. Cost-Benefit Analysis 239
H. 231. Conclusions 240
H. 232. References 241
H. 233. Aims of the Study 242
H. 234. Study Organization 243
H. 235. Safety Concerns 244
H. 236. Subjects 245
H. 237. Responses to Facts 246
H. 238. Cost-Benefit Analysis 247
H. 239. Conclusions 248
H. 240. References 249
H. 241. Aims of the Study 250
H. 242. Study Organization 251
H. 243. Safety Concerns 252
H. 244. Subjects 253
H. 245. Responses to Facts 254
H. 246. Cost-Benefit Analysis 255
H. 247. Conclusions 256
H. 248. References 257
H. 249. Aims of the Study 258
H. 250. Study Organization 259
H. 251. Safety Concerns 260
H. 252. Subjects 261
H. 253. Responses to Facts 262
H. 254. Cost-Benefit Analysis 263
H. 255. Conclusions 264
H. 256. References 265
H. 257. Aims of the Study 266
H. 258. Study Organization 267
H. 259. Safety Concerns 268
H. 260. Subjects 269
H. 261. Responses to Facts 270
H. 262. Cost-Benefit Analysis 271
H. 263. Conclusions 272
H. 264. References 273
H. 265. Aims of the Study 274
H. 266. Study Organization 275
H. 267. Safety Concerns 276
H. 268. Subjects 277
H. 269. Responses to Facts 278
H. 270. Cost-Benefit Analysis 279
H. 271. Conclusions 280
H. 272. References 281
H. 273. Aims of the Study 282
H. 274. Study Organization 283
H. 275. Safety Concerns 284
H. 276. Subjects 285
H. 277. Responses to Facts 286
H. 278. Cost-Benefit Analysis 287
H. 279. Conclusions 288
H. 280. References 289
H. 281. Aims of the Study 290
H. 282. Study Organization 291
H. 283. Safety Concerns 292
H. 284. Subjects 293
H. 285. Responses to Facts 294
H. 286. Cost-Benefit Analysis 295
H. 287. Conclusions 296
H. 288. References 297
H. 289. Aims of the Study 298
H. 290. Study Organization 299
H. 291. Safety Concerns 300
H. 292. Subjects 301
H. 293. Responses to Facts 302
H. 294. Cost-Benefit Analysis 303
H. 295. Conclusions 304
H. 296. References 305
H. 297. Aims of the Study 306
H. 298. Study Organization 307
H. 299. Safety Concerns 308
H. 300. Subjects 309
H. 301. Responses to Facts 310
H. 302. Cost-Benefit Analysis 311
H. 303. Conclusions 312
H. 304. References 313
H. 305. Aims of the Study 314
H. 306. Study Organization 315
H. 307. Safety Concerns 316
H. 308. Subjects 317
H. 309. Responses to Facts 318
H. 310. Cost-Benefit Analysis 319
H. 311. Conclusions 320
H. 312. References 321
H. 313. Aims of the Study 322
H. 314. Study Organization 323
H. 315. Safety Concerns 324
H. 316. Subjects 325
H. 317. Responses to Facts 326
H. 318. Cost-Benefit Analysis 327
H. 319. Conclusions 328
H. 320. References 329
H. 321. Aims of the Study 330
H. 322. Study Organization 331
H. 323. Safety Concerns 332
H. 324. Subjects 333
H. 325. Responses to Facts 334
H. 326. Cost-Benefit Analysis 335
H. 327. Conclusions 336
H. 328. References 337
H. 329. Aims of the Study 338
H. 330. Study Organization 339
H. 331. Safety Concerns 340
H. 332. Subjects 341
H. 333. Responses to Facts 342
H. 334. Cost-Benefit Analysis 343
H. 335. Conclusions 344
H. 336. References 345
H. 337. Aims of the Study 346
H. 338. Study Organization 347
H. 339. Safety Concerns 348
H. 340. Subjects 349
H. 341. Responses to Facts 350
H. 342. Cost-Benefit Analysis 351
H. 343. Conclusions 352
H. 344. References 353
H. 345. Aims of the Study 354
H. 346. Study Organization 355
H. 347. Safety Concerns 356
H. 348. Subjects 357
H. 349. Responses to Facts 358
H. 350. Cost-Benefit Analysis 359
H. 351. Conclusions 360
H. 352. References 361
H. 353. Aims of the Study 362
H. 354. Study Organization 363
H. 355. Safety Concerns 364
H. 356. Subjects 365
H. 357. Responses to Facts 366
H. 358. Cost-Benefit Analysis 367
H. 359. Conclusions 368
H. 360. References 369
H. 361. Aims of the Study 370
H. 362. Study Organization 371
H. 363. Safety Concerns 372
H. 364. Subjects 373
H. 365. Responses to Facts 374
H. 366. Cost-Benefit Analysis 375
H. 367. Conclusions 376
H. 368. References 377
H. 369. Aims of the Study 378
H. 370. Study Organization 379
H. 371. Safety Concerns 380
H. 372. Subjects 381
H. 373. Responses to Facts 382
H. 374. Cost-Benefit Analysis 383
H. 375. Conclusions 384
H. 376. References 385
H. 377. Aims of the Study 386
H. 378. Study Organization 387
H. 379. Safety Concerns 388
H. 380. Subjects 389
H. 381. Responses to Facts 390
H. 382. Cost-Benefit Analysis 391
H. 383. Conclusions 392
H. 384. References 393
H. 385. Aims of the Study 394
H. 386. Study Organization 395
H. 387. Safety Concerns 396
H. 388. Subjects 397
H. 389. Responses to Facts 398
H. 390. Cost-Benefit Analysis 399
H. 391. Conclusions 400
H. 392. References 401
H. 393. Aims of the Study 402
H. 394. Study Organization 403
H. 395. Safety Concerns 404
H. 396. Subjects 405
H. 397. Responses to Facts 406
H. 398. Cost-Benefit Analysis 407
H. 399. Conclusions 408
H. 400. References 409
H. 401. Aims of the Study 410
H. 402. Study Organization 411
H. 403. Safety Concerns 412
H. 404. Subjects 413
H. 405. Responses to Facts 414
H. 406. Cost-Benefit Analysis 415
H. 407. Conclusions 416
H. 408. References 417
H. 409. Aims of the Study 418
H. 410. Study Organization 419
H. 411. Safety Concerns 420
H. 412. Subjects 421
H. 413. Responses to Facts 422
H. 414. Cost-Benefit Analysis 423
H. 415. Conclusions 424
H. 416. References 425
H. 417. Aims of the Study 426
H. 418. Study Organization 427
H. 419. Safety Concerns 428
H. 420. Subjects 429
H. 421. Responses to Facts 430
H. 422. Cost-Benefit Analysis 431
H. 423. Conclusions 432
H. 424. References 433
H. 425. Aims of the Study 434
H. 426. Study Organization 435
H. 427. Safety Concerns 436
H. 428. Subjects 437
H. 429. Responses to Facts 438
H. 430. Cost-Benefit Analysis 439
H. 431. Conclusions 440
H. 432. References 441
H. 433. Aims of the Study 442
H. 434. Study Organization 443
H. 435. Safety Concerns 444
H. 436. Subjects 445
H. 437. Responses to Facts 446
H. 438. Cost-Benefit Analysis 447
H. 439. Conclusions 448
H. 440. References 449
H. 441. Aims of the Study 450
H. 442. Study Organization 451
H. 443. Safety Concerns 452
H. 444. Subjects 453
H. 445. Responses to Facts 454
H. 446. Cost-Benefit Analysis 455
H. 447. Conclusions 456
H. 448. References 457
H. 449. Aims of the Study 458
H. 450. Study Organization 459
H. 451. Safety Concerns 460
H. 452. Subjects 461
H. 453. Responses to Facts 462
H. 454. Cost-Benefit Analysis 463
H. 455. Conclusions 464
H. 456. References 465
H. 457. Aims of the Study 466
H. 458. Study Organization 467
H. 459. Safety Concerns 468
H. 460. Subjects 469
H. 461. Responses to Facts 470
H. 462. Cost-Benefit Analysis 471
H. 463. Conclusions 472
H. 464. References 473
H. 465. Aims of the Study 474
H. 466. Study Organization 475
H. 467. Safety Concerns 476
H. 468. Subjects 477
H. 469. Responses to Facts 478
H. 470. Cost-Benefit Analysis 479
H. 471. Conclusions 480
H. 472. References 481
H. 473. Aims of the Study 482
H. 474. Study Organization 483
H. 475. Safety Concerns 484
H. 476. Subjects 485
H. 477. Responses to Facts 486
H. 478. Cost-Benefit Analysis 487
H. 479. Conclusions 488
H. 480. References 489
H. 481. Aims of the Study 490
H. 482. Study Organization 491
H. 483. Safety Concerns 492
H. 484. Subjects 493
H. 485. Responses to Facts 494
H. 486. Cost-Benefit Analysis 495
H. 487. Conclusions 496
H. 488. References 497
H. 489. Aims of the Study 498
H. 490. Study Organization 499
H. 491. Safety Concerns 500
H. 492. Subjects 501
H. 493. Responses to Facts 502
H. 494. Cost-Benefit Analysis 503
H. 495. Conclusions 504
H. 496. References 505
H. 497. Aims of the Study 506
H. 498. Study Organization 507
H. 499. Safety Concerns 508
H. 500. Subjects 509
H. 501. Responses to Facts 510
H. 502. Cost-Benefit Analysis 511
H. 503. Conclusions 512
H. 504. References 513
H. 505. Aims of the Study 514
H. 506. Study Organization 515
H. 507. Safety Concerns 516
H. 508. Subjects 517
H. 509. Responses to Facts 518
H. 510. Cost-Benefit Analysis 519
H. 511. Conclusions 520
H. 512. References 521
H. 513. Aims of the Study 522
H. 514. Study Organization 523
H. 515. Safety Concerns 524
H. 516. Subjects 525
H. 517. Responses to Facts 526
H. 518. Cost-Benefit Analysis 527
H. 519. Conclusions 528
H. 520. References 529
H. 521. Aims of the Study 530
H. 522. Study Organization 531
H. 523. Safety Concerns 532
H. 524. Subjects 533
H. 525. Responses to Facts 534
H. 526. Cost-Benefit Analysis 535
H. 527. Conclusions 536
H. 528. References 537
H. 529. Aims of the Study 538
H. 530. Study Organization 539
H. 531. Safety Concerns 540
H. 532. Subjects 541
H. 533. Responses to Facts 542
H. 534. Cost-Benefit Analysis 543
H. 535. Conclusions 544
H. 536. References 545
H. 537. Aims of the Study 546
H. 538. Study Organization 547
H. 539. Safety Concerns 548
H. 540. Subjects 549
H. 541. Responses to Facts 550
H. 542. Cost-Benefit Analysis 551
H. 543. Conclusions 552
H. 544. References 553
H. 545. Aims of the Study 554
H. 546. Study Organization 555
H. 547. Safety Concerns 556
H. 548. Subjects 557
H. 549. Responses to Facts 558
H. 550. Cost-Benefit Analysis 559
H. 551. Conclusions 560
H. 552. References 561
H. 553. Aims of the Study 562
H. 554. Study Organization 563
H. 555. Safety Concerns 564
H. 556. Subjects 565
H. 557. Responses to Facts 566
H. 558. Cost-Benefit Analysis 567
H. 559. Conclusions 568
H. 560. References 569
H. 561. Aims of the Study 570
H. 562. Study Organization 571
H. 563. Safety Concerns 572
H. 564. Subjects 573
H. 565. Responses to Facts 574
H. 566. Cost-Benefit Analysis 575
H. 567. Conclusions 576
H. 568. References 577
H. 569. Aims of the Study 578
H. 570. Study Organization 579
H. 571. Safety Concerns 580
H. 572. Subjects 581
H. 573. Responses to Facts 582
H. 574. Cost-Benefit Analysis 583
H. 575. Conclusions 584
H. 576. References 585
H. 577. Aims of the Study 586
H. 578. Study Organization 587
H. 579. Safety Concerns 588
H. 580. Subjects 589
H. 581. Responses to Facts 590
H. 582. Cost-Benefit Analysis 591
H. 583. Conclusions 592
H. 584. References 593
H. 585. Aims of the Study 594
H. 586. Study Organization 595
H. 587. Safety Concerns 596
H. 588. Subjects 597
H. 589. Responses to Facts 598
H. 590. Cost-Benefit Analysis 599
H. 591. Conclusions 600
H. 592. References 601
H. 593. Aims of the Study 602
H. 594. Study Organization 603
H. 595. Safety Concerns 604
H. 596. Subjects 605
H. 597. Responses to Facts 606
H. 598. Cost-Benefit Analysis 607
H. 599. Conclusions 608
H. 600. References 609
H. 601. Aims of the Study 610
H. 602. Study Organization 611
H. 603. Safety Concerns 612
H. 604. Subjects 613
H. 605. Responses to Facts 614
H. 606. Cost-Benefit Analysis 615
H. 607. Conclusions 616
H. 608. References 617
H. 609. Aims of the Study 618
H. 610. Study Organization 619
H. 611. Safety Concerns 620
H. 612. Subjects 621
H. 613. Responses to Facts 622
H. 614. Cost-Benefit Analysis 623
H. 615. Conclusions 624
H. 616. References 625
H. 617. Aims of the Study 626
H. 618. Study Organization 627
H. 619. Safety Concerns 628
H. 620. Subjects 629
H. 621. Responses to Facts 630
H. 622. Cost-Benefit Analysis 631
H. 623. Conclusions 632
H. 624. References 633
H. 625. Aims of the Study 634
H. 626. Study Organization 635
H. 627. Safety Concerns 636
H. 628. Subjects 637
H. 629. Responses to Facts 638
H. 630. Cost-Benefit Analysis 639
H. 631. Conclusions 640
H. 632. References 641
H. 633. Aims of the Study 642
H. 634. Study Organization 643
H. 635. Safety Concerns 644
H. 636. Subjects 645
H. 637. Responses to Facts 646
H. 638. Cost-Benefit Analysis 647
H. 639. Conclusions 648
H. 640. References 649
H. 641. Aims of the Study 650
H. 642. Study Organization 651
H. 643. Safety Concerns 652
H. 644. Subjects 653
H. 645. Responses to Facts 654
H. 646. Cost-Benefit Analysis 655
H. 647. Conclusions 656
H. 648. References 657
H. 649. Aims of the Study 658
H. 650. Study Organization 659
H. 651. Safety Concerns 660
H. 652. Subjects 661
H. 653. Responses to Facts 662
H. 654. Cost-Benefit Analysis 663
H. 655. Conclusions 664
H. 656. References 665
H. 657. Aims of the Study 666
H. 658. Study Organization 667
H. 659. Safety Concerns 668
H. 660. Subjects 669
H. 661. Responses to Facts 670
H. 662. Cost-Benefit Analysis 671
H. 663. Conclusions 672
H. 664. References 673
H. 665. Aims of the Study 674
H. 666. Study Organization 675
H. 667. Safety Concerns 676
H. 668. Subjects 677
H. 669. Responses to Facts 678
H. 670. Cost-Benefit Analysis 679
H. 671. Conclusions 680
H. 672. References 681
H. 673. Aims of the Study 682
H. 674. Study Organization 683
H. 675. Safety Concerns 684
H. 676. Subjects 685
H. 677. Responses to Facts 686
H. 678. Cost-Benefit Analysis 687
H. 679. Conclusions 688
H. 680. References 689
H. 681. Aims of the Study 690
H. 682. Study Organization 691
H. 683. Safety Concerns 692
H. 684. Subjects 693
H. 685. Responses to Facts 694
H. 686. Cost-Benefit Analysis 695
H. 687. Conclusions 696
H. 688. References 697
H. 689. Aims of the Study 698
H. 690. Study Organization 699
H. 691. Safety Concerns 700
H. 692. Subjects 701
H. 693. Responses to Facts 702
H. 694. Cost-Benefit Analysis 703
H. 695. Conclusions 704
H. 696. References 705
H. 697. Aims of the Study 706
H. 698. Study Organization 707
H. 699. Safety Concerns 708
H. 700. Subjects 709
H. 701. Responses to Facts 710
H. 702. Cost-Benefit Analysis 711
H. 703. Conclusions 712
H. 704. References 713
H. 705. Aims of the Study 714
H. 706. Study Organization 715
H. 707. Safety Concerns 716
H. 708. Subjects 717
H. 709. Responses to Facts 718
H. 710. Cost-Benefit Analysis 719
H. 711. Conclusions 720
H. 712. References 721
H. 713. Aims of the Study 722
H. 714. Study Organization 723
H. 715. Safety Concerns 724
H. 716. Subjects 725
H. 717. Responses to Facts 726
H. 718. Cost-Benefit Analysis 727
H. 719. Conclusions 728
H. 720. References 729
H. 721. Aims of the Study 730
H. 722. Study Organization 731
H. 723. Safety Concerns 732
H. 724. Subjects 733
H. 725. Responses to Facts 734
H. 726. Cost-Benefit Analysis 735
H. 727. Conclusions 736
H. 728. References 737
H. 729. Aims of the Study 738
H. 730. Study Organization 739
H. 731. Safety Concerns 740
H. 732. Subjects 741
H. 733. Responses to Facts 742
H. 734. Cost-Benefit Analysis 743
H. 735. Conclusions 744
H. 736. References 745
H. 737. Aims of the Study 746
H. 738. Study Organization 747
H. 739. Safety Concerns 748
H. 740. Subjects 749
H. 741. Responses to Facts 750
H. 742. Cost-Benefit Analysis 751
H. 743. Conclusions 752
H. 744.

A. WHO WE ARE

The Thornbrae Community is a proud group of Parents, Grandparents and Community minded people. We are bounded on the South by Limeridge Road, including all Dwellings on the south side of Limeridge. Mohawk Road defines our Northern boundary. Upper Wentworth is our western limit, but Limeridge Mall is the effective residential boundary. Upper Sherman is our eastern exposure (See Appendix H 1). We include several hundred families, and a diverse cross section and demography. Although approximately half of our Community lives in an older, well established area, the balance is a new (5-6 year old) development. We are Family oriented, and take great pride in our Community and our Children. All of us came here by choice and many of us left other Cities or towns to locate in this area. Although we are not all Public School supporters, we all take pride in all Schools in our area, and many of us selected this Community based on the educational opportunities available to our Families:

a) THORNBRAE

b) OUR LADY OF LOURDES

c) BURKHOLDER MIDDLE SCHOOL

Even though we consider ourselves very much a residential area, we also recognize that Business and Commerce plays an important role in our lives. We cannot ignore the convenience, nor the dangers of having such a fine facility as Limeridge Mall so close to us. We are fortunate to have countless businesses, two fine Schools and 5 Churches within our Community. Yet we also take pride in the fact that our Community is so well insulated from the hustle and bustle of City life that we often forget just how close we are. And that is another reason that so many of us chose to live here.

Like so many other areas on the Mountain, we are a new Community and, the services such as Schools haven't kept pace with our growth. Thornbrae, for example has 7 portables now and that number has steadily grown over the years. As Mr. K. A. Rielly says in the August 1991 edition of the Hamilton Board of Education Publication, "BACK TO SCHOOL"; "On the Mountain, there is tremendous growth compared to the lower City. However, the families are in areas where there haven't been schools, and, as a result, we are continuing to build new schools". We all understood, and a look at a map will certainly verify, that there isn't much room to build a new Middle school within our Community. In addition, we didn't expect that our population could support such a new facility.

Mr. Rielly goes on to say, "The only alternative is to increase busing of pupils which we are trying to avoid. Ideally a school should be in the heart of the Community if it is going to meet its needs".

That brings us to another reason why we are so proud to live here. Burkholder Middle School has served our community well over the past years and has such a fine reputation amongst both Parents and Students. We knew that if our Children had to leave our immediate Community, they would be bused to an outstanding School - Burkholder, and we felt comfortable and safe with that.

It is interesting, and refreshing to have a Community so clearly aligned with and supporting of our Schools and the educational process. Activities at both Thornbrae and Burkholder are well attended and that speaks well for both the Quality of the Schools and the commitment of the Parents.

And it seems that our Community of concerned parents continues to grow. We've been approached by a group of Parents on Stonechurch who share our values and concerns. They have asked and we have naturally agreed to include them in our presentation.

B. POLICY CHANGE/COMMUNICATION

Like most of the City, we officially heard of the change in Transportation Policy in mid-June (See appendix H 2), although the decision was more than a year old. Those of us who attended the Committee meeting on June 9, heard some of the Trustees voice their displeasure with that turn of events, while others pointed out that it was not their job to advise the community of such an important change in Policy. In any case, regardless of who's responsibility it is, or was, parents were not informed as decisions were made. We doubt that anyone finds that acceptable. Even now, much of the Community is not sure that all information has been released, some still don't believe it and others question whether the Committee or the Board have been forthcoming. That is certainly a sad, unfortunate and unnecessary situation. Many are bitter that they heard of this change from a Child, or a Child of a friend; who heard it from a Bus-driver, and others have pointed out that such lapses in communication don't occur when it is time to collect the tax bill.

Our neighbours on Stonechurch, who are part of the Lawfield Community have expressed further concerns regarding the Policy Change and communication of it. Although they are small in number, they share the same major frustrations. One of them, who works in a Community school, took special steps to ensure that busing would not be a problem before they purchased their home....in February 1992. Imagine their surprise when, after being assured by the Transportation Department that there would be no problem, and even getting bus Stops and times, they now find out that their Children will have to walk! How do they balance their investment in this Community and their trust in our Officials against their Children's safety? And can anyone explain such a costly breakdown in communications to them?

We are pleased, however that the majority of Trustees decided to allow the parents a chance to have their opinions and concerns heard; and we're confident that having a chance to review the situation and circumstances, and to consider some of the changes to our Family's safety that we have all had to recognize over the past year, an appropriate decision can be reached.

C. SAFETY CONCERNS

BUS CANCELLATION IS A SAFETY ISSUE

Nobody should be surprised that the Safety and Well-being of our Children and our Families is such an important and emotional issue with us. In fact, we'd be surprised if there were places in this city, this Province, anywhere in Canada, or for that matter, in most places in the World where that same sentiment wasn't paramount. Our Community Petition, originally submitted on June 9, with 214 signatures, now stands with far in excess of 500 Names. Most of these are from the Thornbrae Area, which demonstrates the resolve and Commitment of our Community.

Because of the area we live in, we have become painfully aware of the Child Safety issue. None of us has to be reminded of the recent abductions and murders of Children around this Community. Unfortunately, the names of Leslie Mahaffy, Nina DeVilliers and Kristen French are etched forever in our minds and memories. We all have a special feeling for their parents; we share their sorrow and grief, we are sickened by the realization that we live in such troubled and confusing times, and we feel helpless that there is nothing that has been done to make any of this any better, easier to accept, or to protect any child from the same fate tomorrow. Many of us can't even bring ourselves to read a Newspaper or listen to a news report; because we're afraid of what more sorrow we'll hear about. We are horrified that this has happened to anyone; we are terrified that the same thing could happen in our City or our Community; we don't know how we could live through this happening to a Friend or Family; and we can't even comprehend how we could cope with this happening to our own Child. CAN ANYONE?

Abduction, Rape, Murder, Abuse....these are the dreads of Society, but we all have other concerns for our Children. Physical injury, Car accidents, Assaults, Thefts, Drugs, Alcohol, Sexual Abuse, Sexual Assaults and Criminal activity are everyday worries of any parent.

Over the years we parents have built up a good network of Police, Teachers, Neighbours, Friends, Family and Community to help protect every child. Like many parents, we restrict the area that our children are allowed to play in. In our Community, we are especially conscious of the high traffic areas on the Main Streets, and the dangers of the major Shopping areas including Limeridge Mall.

Much to the disappointment of many a child, they aren't allowed to leave the immediate area without full supervision. Even when they're within sight, we always

look out for each child, and we have unfortunately become accustomed to being wary of every stranger. In addition, a lot of work has been done to educate our children to help ensure that they will have a fighting chance. This "Street Proofing" of our Children took a lot of effort and is the result of the concern and cooperation from our Schools, Police, Parents and Community. Through Police visits to the classroom, constant reinforcement from our Schools, Teachers and Parents, as well as unprecedented Community concern and support, the message is getting across and children are learning. Every parent is grateful and supports the process.

Our Schools, under the auspices of the Board and this Committee are doing a fine job in that regard. Attached are two examples (appendix H 3 and H 4) which exemplify this. The first is an excellent document prepared by the Canadian Association of Principals, highlighting Street Proofing and Strategies. This helpful information on Child Abduction Prevention, was distributed through the Schools to many of the children in the City. Secondly, is one example of the warnings and safety alerts passed on to the parents from the schools. This one in particular was distributed through Thornbrae School, but it is one example of many....(unfortunately).

How can anyone doubt that Child Safety is more of a concern today than it was even a year ago? We all remember the days when we walked miles to school, through snow drifts and blizzards, and rain and hail, and we never missed a day; and we were better for it, weren't we? Some of us are able to remember the times when our houses didn't even have locks, and when we didn't have a reason not to trust. Today it's bolt-locks and security systems, and baseball bats and Stun-Guns and guns that do more than just stun. We haven't left much of a place for our Children, have we? It's not as if we are trying to increase busing or extend the boundaries; we are only trying to maintain the current safety net for our Youth.

Let's list some of the key Safety concerns we have with the elimination of buses for our Children:

a) Traffic

We live in a busy area; we live in a busy city. We have done some of our own traffic surveys, and are able to present some frightening data. With limited time, we have concentrated our efforts on the Upper Sherman and Mohawk Road area. For one solid week, several parents sat, counted traffic, and observed the flow of people and vehicles. The details and summaries of these tests can be found in Appendices H 5 to H 28. As interesting as some of the data, are the observations:

1. More than 95% of the pedestrians, (mostly adults) were not able to cross the street within the time given with the 'WALK' sign.
2. Speed appears to be a problem, and many motorists race to beat the yellow light.
3. Even with Sherman closed at Limeridge, traffic was extremely heavy.

4. There were a high volume of trucks and buses, both school and City during these times.
5. Although there are 12 lanes of traffic converging on this intersection, there was a surprisingly high volume of right and left hand turns. (Only turns from Sherman turning west on Mohawk were counted.)

The statistics themselves are cause for concern:

1. Average counts on Mohawk exceed 3200 vehicles/hour.
2. Average counts on Upper Sherman exceed 2100/hour.
3. There are no Crossing Guards.
4. Duration of the light and Walk light on Upper Sherman is too short.
5. Turns per hour onto Mohawk West approach 1000.

When Upper Sherman is opened to traffic, the volumes of traffic will grow extensively, as if the current volumes weren't enough of a concern. Mohawk and Upper Sherman are main arteries and as such are designed to move traffic, not to accommodate little children crossing them. Our Neighbours on Stonechurch who's children will have to walk to Lawfield point out that recent traffic surveys on Upper Gage also demonstrate traffic volumes exceeding 3000 per hour.

We know that we are not the only area facing this situation, and we note a recent article in the Mountain News (Appendix H 29) which illustrates the same problems further west on Mohawk. Even with the presence of Crossing Guards, "the safety of students is still compromised because of the high volume of traffic and driver's ignorance about rules of the road". A little west of the Upper Sherman and Mohawk intersection it takes two crossing guards to help the children cross to our Lady of Lourdes! Little wonder why parents would be concerned that their 10 year old children would venture into these areas during rush hour, and little wonder why parents voice their dismay that anyone, Elected official or Staff could make decisions without due consideration of the Child's safety.

b) Criminal Activity

Sometimes you learn things you don't want to know, and that's true in this case. We obtained some alarming statistics about the crime statistics in our area. The police refer to our Community as "Thorner" and the area around Burkholder as "Burkholme". The attached exhibit (Appendix H 30) shows that there were 1262 criminal offenses in the area during 1991. That's almost 3.5 crimes per day. And even when we factor out the high incidence of shoplifting, probably associated with

Limeridge Mall, we still have too many crimes to feel safe, even if you're an adult. The numbers of assaults, breakins and thefts, drug and alcohol offenses, sexual offenses and indecent exposures, hazardous driving charges and weapons offenses are enough to worry all of us, aren't they? We don't know how we compare to the rest of the City, but it doesn't matter; we hope no Community is worse, because the statistics tell an unacceptable story. Is there any wonder why parents are concerned?

c) Hazardous Walk

Everyone may have their own definition of a hazardous walk. We have taken the time to think about it and offer our feelings on why we feel the walk is hazardous for our Children. Firstly as noted earlier, we have taken many steps within our Community to make the area safer for our Children and to ensure that they are always under the watchful eye of a parent, neighbour, friend or relative. In addition the "street proofing" and education about the dangers have made our children more "aware" of how to protect themselves and how to minimize danger. Although we are especially aware of our own efforts, we are sure that other areas do the same, or similar, and that some measure of safety would be available to our Children once they leave our area. The problem is that they will be walking through a No-Man's land for much of the time. Variety Stores, a Beer Store, Gas Stations, a Strip Mall, a Grocery Store, A Credit Union, A Pizza Take-Out, a Chip Wagonhardly a Community! ; and hardly a watchful eye for our Children. What additional influences will our children be under, from the gangs, the environment and pressures from their peers? One of the parents, taking their child for a test-walk to Burkholder didn't know how to answer when his 10 year old asked "But where can I run if a stranger tries to get me Daddy?". How can anyone answer that one when there is no place to run? On one side they have the busy traffic of Upper Sherman, and on the other? Even closer to Burkholder, one parent noted another Hazard. For a long stretch along the Franklin Road School property, the Children are squeezed between a fence and Upper Sherman. If there was ever a problem in that area, or even if a Child felt there was reason to be afraid, are we forcing them to run into the street , or worse ... stand still?

Although most of the areas (but not all) in our Community are serviced by Sidewalks, that is not the case with the Stonechurch/Lawfield community. For much of their Children's walk along Stonechurch and Upper Gage there are no Sidewalks, no crossing guards and there will soon be the East/West Highway, accesses and overpasses to contend with along their 2.2 KM walk.

Distance is not the issue, although some would argue that the risk rises proportionately with the time of exposure. The clocked distances in our area lie between 1.7 and 2.5 KM. (less as the crow flies, but who goes to school that way?). The families who live on the South side of Limeridge have extra reason to be concerned since their bus stop has been eliminated, and they live farther than 2.4 KM from Burkholder. There is no doubt that parents are aware that the winter months, inclement weather and shorter daylight hours will now come into play. There are Children who do have physical restrictions and will therefore, face additional perils. Clear answers were not available from the Board regarding their situation.

D. BUDGET ISSUES

Several of the Trustees have pointed out that busing (or the cancellation of buses) is a Budget issue, and there is no doubt that it has become just that to many, although some Boards contend that the change is a matter of fairness. We haven't heard a single parent say that they don't pay enough in taxes, and not many feel that we should pay more. It is unfortunate that we have to come to the point when we are forced to weigh changes in policy which do affect safety, against cost, and are forced to justify maintaining, not increasing a safety precaution; but that is where we are. We heard at the June 9 Committee Meeting, that a savings of \$500,000. would be realized from the cut in busing (5 buses cut). Only part of that would be realized in 1992. There were 11 stops cut on our route (Route 34) for a total time of 16 minutes (according to Board of Education Schedules). Figures available from the Board (see Appendices H 31 to H 37), show how such a minor financial issue has become such a major issue. We know that these figures are public knowledge and that most members of the Committee are intimate with them, but perhaps we can present them in a different light. The 1992 Budget shows an overall increase of 4.3%, with a 3.4 % increase in the Mill Rate, 2.4 increase in Provincial transfers, and a good portion of the balance coming from Surpluses. Those figures on their own don't alarm anyone. It is when we take time to examine the increases and decreases in expenses that some interesting comparisons result. The only major increase in expense was for salaries, wages and benefits. At 8.0 % this increase tells the story. This \$17 Million increase is the biggest part of the budget and accounts for 148.1% of the total increase of \$11.5 Million. Since 1987, Salary increases represent 88.2% of the budget increases. These same salaries now represent almost 83% of the education budget compared to just over 77% in 1989. We can all understand how the Trustees are so hard pressed to find ways to cut costs; and it is much clearer how such a small amount can become such a big issue.

Some interesting Budget facts and figures:

1. Salaries which represent 82.9% of budget increased by \$17 Million.
2. The entire Busing Budget is \$5.7 Million, compared to \$230 Million for salaries.
3. The 1992 increase in Salaries would support the entire busing costs 3 times.
4. The 1992 increase in Salaries is 170 times greater than the decrease in busing costs in 1992.
5. Over the past 5 years, Salaries have increased by 57.7%.

We all understand the position we are in, and many of us share the same, or even greater pressures in the private sector. With the most recent cost of living figures (for February) announced at 1.3%, there will be little understanding of such high salary increases. No one is arguing the value of our Teachers, or the Staff, or this Committee. And we have all had to deal with the provincial Job Value

Legislation. But, during these tough economic times there will be little sympathy for such increases when so many of us have settled for little, or no increase, and many have rolled back their salaries, or even worse, lost our jobs. And what really bothers us is that we now have to face compromises to our Children's safety to pay for this! We can also see that the Provincial Government is cutting back on their financial support for the Education of our Children. We sometimes forget that there is no money tree, and in the end every cent comes out of the same pocket....Ours! The shifting of funds and responsibility does little except give someone else for us to blame, and increase our taxes. Although every decision we make has some financial impact, the busing policy change, even though it was made at budget time, is much more than a Budget issue. Maybe it is time for a leadership role from the Educational Community, to show fiscal restraint and an understanding of the realities of our times.

E. RESPONSIBILITIES OF PARENTS

We have heard and read a lot lately about the responsibilities of parents. Who is ultimately responsible for the safety of Children? What role does the School Board play? Does busing eliminate the problems? Is this an issue to be passed on to other levels of government or other agencies? Will education and training of our children eliminate the problem? Who "owns" the problem, and who has the solution? There are no easy answers. As parents we understand our responsibilities and recognize that we are ultimately responsible for the safety of our Children and Families. Without question it is that recognition and understanding that brings us here, to defend and protect those Children. We aren't asking for more and we are more than willing to work towards some compromise. We are accused, and rightly so of being too passive and not taking an interest in the issues of education. But not this time, and not this issue.

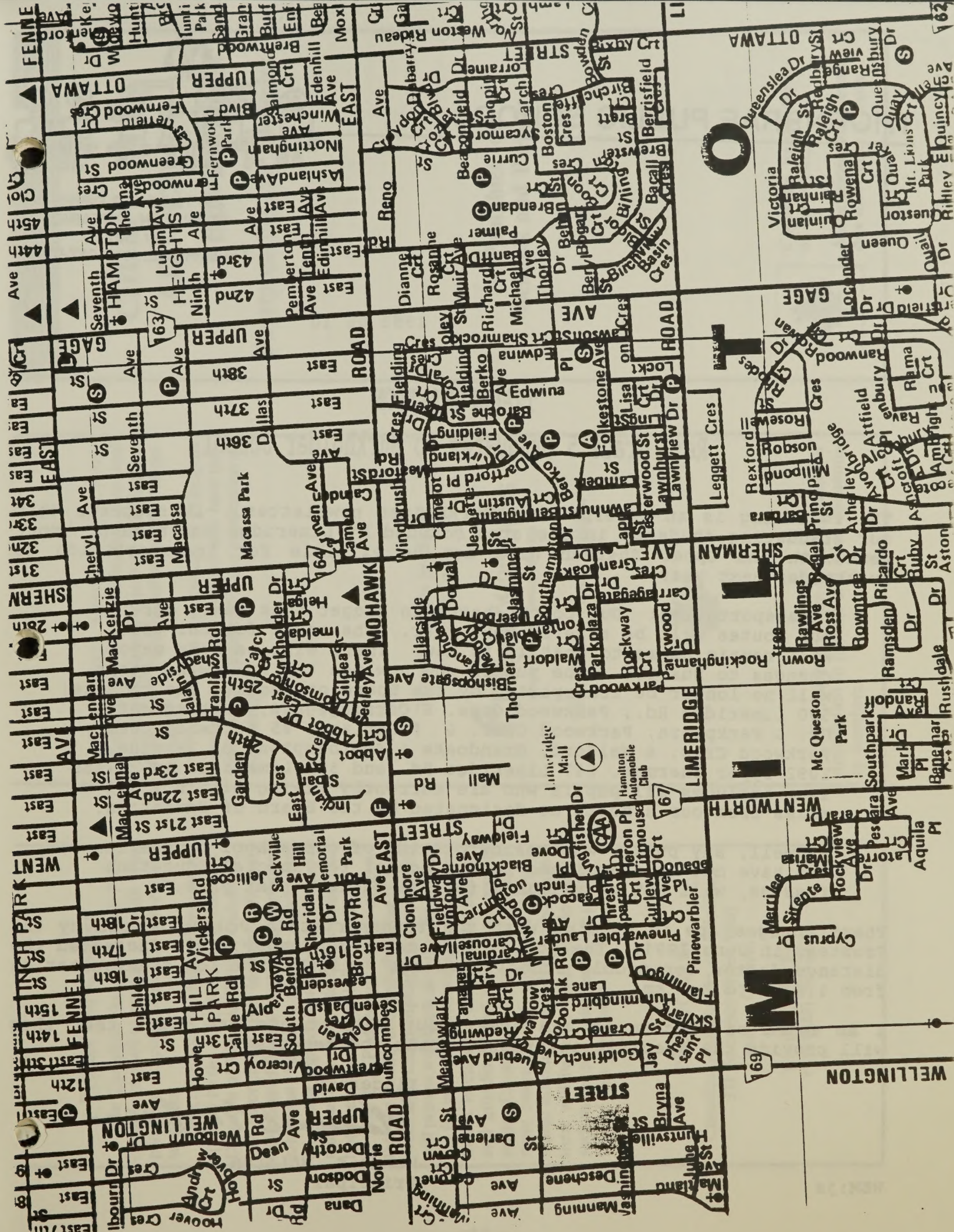
It is easy to stand back and say you have no responsibility, and we can all find ways to skirt the real issues. We feel that a decision of our Elected Officials is giving our Children additional, unjustified risk and danger. This Safety issue has become a financial matter since we are hard pressed to reduce costs. Until, and unless we are capable as a Society, of ridding ourselves of the causes of our concerns and fears, the problem will never be solved. And we will continue to spend money needlessly trying to treat the symptoms. We aren't there yet. No one has the answers, and as the debate continues we are no closer to solving our problem. As parents, we are ultimately responsible, but as Officials, and Staff Members, and Trustees, and Policemen, and Teachers, every decision we make either assists or restricts us in addressing those responsibilities. In the end, most of us are parents, and there is no question where our responsibilities lie and what our priorities are.

F. COST SAVING SUGGESTIONS

In the busing area, many parents have come up with ideas on how we can save money. Perhaps they have all been thought of before, but perhaps not. Reducing stops, having Community stops, working cooperatively with the Separate School Board, working with the HSR, Special fund raisers, Double runs, and opening schools earlier and later so parents can drop off and pick up are just a few of the ideas. Since busing costs represent only 2.1% of the total budget, there is probably even more room for savings in the 97.9% of other educational costs. There is no better time to look for creative ways to reduce costs, and to employ creative problem solving techniques.

G. CONCLUSIONS

A lot of things have changed in the past year, and too many of them have changed for the worse. Never before have we been so acutely aware of child safety, and although we are all sickened by the circumstances, that awareness and education and Street Proofing has unquestionably saved many. We certainly live in a different world than existed when the Transportation policy was Changed. Now is not the time to compromise safety. The wounds and memories are too fresh, and too vivid. We don't have solutions and Society hasn't even fully defined the problem. In this place and at this time, we can't possibly consider putting any child at risk or in danger. Let's take the time to consider alternatives, properly assess the risks and make the correct decisions for all of us.



THORNBRAE PUBLIC SCHOOL



256 THORNER DRIVE
HAMILTON, ONTARIO
L8V 2M7
TELEPHONE: (416) 387-5887

1992 06 10

TRANSPORTATION

Re: Grade 5 Graduates to Burkholder School

The following is an excerpt from Burkholder newsletter. It suggests that our graduating students in the area bounded by Limeridge and Mohawk, Upper Wentworth and Upper Sherman will not be eligible for transportation to Burkholder next year.

"Transportation: Due to cut-backs in budget this year, our bus routes will be altered next year. The route for Bus #31 will remain close to what it is now. There will be some major changes to Bus #34. The pupils who now use the following stops will no longer be transported by the Board or receive bus tickets: 580 Limeridge Rd., Parkwood Cres. & Carriagegate, Carriagegate Dr. & Parkplaza, Parkwood Cres. & Parkplaza, 85 Parkwood Cres., Parkwood Cres. & Waldorf, Grandoaks & Southampton, 34 Jasmine, 1092 Upper Sherman, 647 Limeridge Rd. and 557 Limeridge Rd. This list includes all pupils who are currently living within 1 1/2 miles from our school, as designated by the Board of Education.

As well, any pupils who reside outside of our school boundaries and have not been assigned to our school for Special Education reasons, will NOT be eligible for bus tickets next year."

These changes are in keeping with the Transportation Policy passed by the Trustees in June 1991. The policy, effective September, 1992 increased the distance factor for middle school students' eligibility for transportation from 1.6 km to 2.4 km.

I am aware of concern in the area about this change and trust that this will provide the specific information that you require.

Sincerely,

A handwritten signature in cursive script that reads "Wanda E. McLaren".

Wanda E. McLaren,
Principal.

WEM:js

Protect Our Children

The Canadian Association of Principals is pleased to provide you with this pamphlet on child abduction prevention strategies.

The development of this material was spurred by the disappearance of Michael Dunahee of Victoria, British Columbia, just prior to his fifth birthday. Michael disappeared from a local playground one afternoon. Despite a massive search and an almost unprecedented degree of international cooperation, to date Michael has not been reunited with his family.

The C.A.P. does not wish to suggest that the sharing and understanding of the material in this pamphlet with your child will prevent a difficult situation from arising for your child. However, we do believe that it is essential that schools, parents and guardians, and our young people across Canada are better informed and more aware of such situations. In this shared learning process, it is our hope that there will be fewer disturbing incidents such as the one which led to the publication of this pamphlet.

PRODUCED BY

Canadian Association of Principals
331 Somerset Street West
Ottawa, Ontario
K2P 0J8
Tel: (613) 567-2616
Fax: (613) 567-2135

David Bennett, Vice-Principal of Sooke Elementary School in Sooke, B.C. contrived this pamphlet, based in part on a publication of the City of Victoria Police entitled "Streetproofing".

The Canadian Association of Principals is grateful to Friesen Printers who have provided funds necessary for the publication of this pamphlet.

These brochures produced
courtesy of



Friesen Yearbooks

Allona, Manitoba, Canada R0G 0B0

Sales Offices Across Canada



This pamphlet may be reproduced for distribution to parents and other community members.

CHILD ABDUCTION PREVENTION

Streetproofing and Strategies

**A Pamphlet for
Schools and Parents**



Canadian Association
of Principals

Association canadienne
des directeurs d'école

Streetproofing

It is difficult for law-enforcement agencies to prevent child molestation and abduction situations. However, parents and guardians of children are encouraged to communicate effectively with their children.

Many excellent school-based programs exist to inform children of the threat of child abuse or abduction. These programs are regularly reviewed and revised as necessary. Your support and promotion of the following organizations are encouraged:

1. *Police Forces
In most jurisdictions the local police force work in cooperation with schools and community personnel. This should be your first contact.
2. *Block Parents
Contact your local police force.
3. *Operation Go Home
Provincial Contacts.
4. *Kid Finders
Provincial Contacts.
5. *Child Find Canada
Regional offices with 24 hour emergency number 1-800-387-7962.
6. *Project Return
Canada Customs Interdiction & Intelligence Division — Regional contacts.
7. *Canadian Search Centre for Missing Children
International Number 1-800-461-2345.

Helpful Hints

- * Children need encouragement and assistance in the development of preventive strategies against child abduction!
- * Inform parents where they are going.
- * Select what appears to be a safe and not a lonely place to play.
- * Have a 'buddy' for out-of-home activities.
- * Return to friends if lured away temporarily.
- * Think carefully if a stranger gives the "yes" (good) feeling or the "no" (bad) feeling.
- * Never take candy, money or gifts from a stranger.
- * Never offer to help a stranger look for a missing item or a pet.
- * Never accept a ride from a stranger.
- * Never stand too close to a stranger when giving directions nor accompany that person.
- * When alone never allow a stranger into the house.
- * Say "NO!", or yell and scream or kick and squirm if required. Get away, and tell an adult you trust.
- * If in trouble, get to a telephone, dial "911" or "00" for Operator, and ask for help.
- * Label a child's belongings with the name on the inside and wear clothing with no pertinent exterior identifying information.
- * Use a code word, that is revised regularly, for communication purposes between child and parent. This allows a child to make a safe decision when plans may have changed.

Guideline Quiz to Streetproofing for Parents/Guardians

- | | YES | NO |
|--|-------|-------|
| 1. Do you know the telephone numbers and addresses of your child's friends? | _____ | _____ |
| 2. Have you ever taken a 'surveillance' walk with your child in your neighbourhood (or in safe areas where your child likes to play with friends)? | _____ | _____ |
| 3. Does your child know what to do if lost? | _____ | _____ |
| 4. Have you discussed peer pressure with your child? | _____ | _____ |
| 5. Have you discussed abnormal behaviour? | _____ | _____ |
| 6. Have you discussed how to get out of a friend's car? | _____ | _____ |
| 7. Have you discussed emergency procedures with your child? | _____ | _____ |
| 8. Does your child carry personal identification and medical information? | _____ | _____ |
| 9. Can you account for your child's whereabouts (hourly)? | _____ | _____ |
| 10. Does your child know the best people to approach when in need of help? | _____ | _____ |
| 11. Have you done any public transit training with your child? | _____ | _____ |
| 12. Do you know your child's favourite place to play? | _____ | _____ |
| 13. Does your child know who is a stranger? | _____ | _____ |
| 14. Do you communicate effectively with your child? | _____ | _____ |

THORNBRAE PUBLIC SCHOOL



256 THORNER DRIVE
HAMILTON, ONTARIO
L8V 2M7
TELEPHONE: (416) 387-5887

1992 01 09.

Dear Parents:

There has been a report of a man in a white car attempting to pick up a child in our neighbourhood last night after school. The child involved was not from our school but I wish you to be aware and reinforce with your child how to react. We will also do this at the school.

Thank you for your attention to this concern.

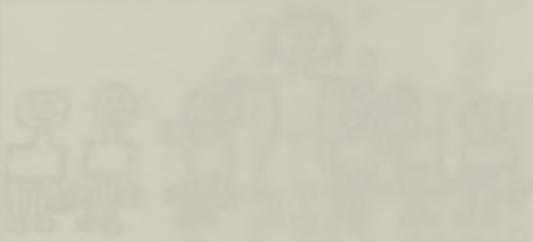
Sincerely,

Wanda E. McLaren

Wanda E. McLaren,
Principal.

WEM:js

*The BLUE VAN
concern was
dealt with
at the school;
a letter was
not sent
home.*



THORNHILL PUBLIC SCHOOL

1000 WEST 10TH AVENUE
HAMILTON, ONTARIO
L8N 3G7
TEL: (416) 521-1111

1992-93

Date: _____

Thank you for your contribution to this project. We will be in touch with you again in the future.

Thank you for your contribution to this project.

Sincerely,

The City of Hamilton
Public Works
Department

City of Hamilton
Public Works
Department

TRAFFIC COUNTS
 MONDAY JUNE 22, 1992
 8:25 AM TO 8:50 AM (approx)
 UPPER SHERMAN AT MOHAWK ROAD

GREEN LIGHT DURATION : 30 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	TURN L&R TO MOHAWK	TURN L&R RATE/HOUR	ENTER/EXIT MALL	ENTER/EXIT RATE/HOUR	PEDESTRIANS CROSSING
1	15	1,800	7	840		0	
2	14	1,680	3	360		0	
3	11	1,320	4	480	1	120	1
4	14	1,680	4	480		0	
5	16	1,920	5	600	1	120	1
6	16	1,920	5	600		0	
7	17	2,040	6	720		0	
8	16	1,920	5	600		0	
9	24	2,880	7	840		0	1
10	20	2,400	7	840		0	3
11	20	2,400	8	960		0	
12	18	2,160	7	840		0	
13	20	2,400	7	840		0	
14	14	1,680	5	600		0	
15	18	2,160	8	960		0	
16	14	1,680	8	960	1	120	
17	19	2,280	8	960		0	
18	20	2,400	9	1,080		0	
TOTAL	306	2,040	113	753	3	20	6

NOTE : Sherman closed at Limeridge Rd. ...no through traffic

TRAFFIC COUNTS
 MONDAY JUNE 22, 1992
 8:25 AM TO 8:50 AM (approx)
 MOHAWK ROAD AT UPPER SHERMAN

GREEN LIGHT DURATION : 50 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	PEDESTRIANS CROSSING
1	35	2,520	
2	41	2,952	
3	58	4,176	
4	51	3,672	
5	32	2,304	
6	38	2,736	
7	44	3,168	1
8	45	3,240	
9	48	3,456	2
10	46	3,312	
11	45	3,240	1
12	48	3,456	
13	44	3,168	
14	40	2,880	
15	47	3,384	
16	36	2,592	
17	43	3,096	
18	50	3,600	
TOTAL		791	4

TRAFFIC COUNTS
 MONDAY JUNE 22, 1992
 3:30 PM TO 4:00 PM (approx)
 UPPER SHERMAN AT MOHAWK ROAD

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	TURNS L&R TO MOHAWK	TURNS L&R RATE/HOUR	ENTER/EXIT MALL	ENTER/EXIT RATE/HOUR	PEDESTRIANS CROSSING
1	28	2,520	7	630		0	
2	16	1,440	6	540		0	
3	18	1,620	8	720	1	90	2
4	22	1,980	9	810		0	
5	18	1,620	7	630	2	180	3
6	29	2,610	10	900	3	270	
7	27	2,430	11	990	2	180	3
8	25	2,250	12	1,080		0	
9	30	2,700	11	990	5	450	1
10	22	1,980	9	810		0	1
11	13	1,170	5	450	1	90	2
12	23	2,070	9	810	2	180	
13	21	1,890	8	720	1	90	
14	24	2,160	11	990	7	630	
15	23	2,070	7	630	2	180	
16	22	1,980	7	630	7	630	
TOTAL	361	2,031	137	771	33	186	12

NOTE : Sherman closed at Limeridge Rd. ...no through traffic

TRAFFIC COUNTS
MONDAY JUNE 22, 1992
3:30 PM TO 4:00 PM (approx)
MOHAWK ROAD AT UPPER SHERMAN

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	PEDESTRIANS CROSSING
1	50	4,500	
2	49	4,410	
3	47	4,230	
4	45	4,050	
5	49	4,410	
6	44	3,960	
7	51	4,590	1
8	49	4,410	
9	45	4,050	1
10	48	4,320	
11	52	4,680	
12	54	4,860	1
13	51	4,590	
14	49	4,410	
15	56	5,040	
16	43	3,870	
TOTAL	782	4,399	3

TRAFFIC COUNTS
TUESDAY JUNE 23, 1992
8:25 AM TO 8:55 AM (approx)
UPPER SHERMAN AT MOHAWK ROAD

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	TURNS L&R TO MOHAWK	TURNS L&R RATE/HOUR	ENTER/EXIT MALL	ENTER/EXIT RATE/HOUR	PEDESTRIANS CROSSING
1	14	1,260	4	360		0	2
2	21	1,890	6	540		0	
3	12	1,080	3	270		0	
4	10	900	5	450	1	90	
5	16	1,440	7	630		0	
6	14	1,260	8	720		0	1
7	10	900	4	360		0	
8	13	1,170	5	450		0	
9	17	1,530	6	540		0	
10	17	1,530	4	360	2	180	
11	16	1,440	3	270		0	
12	22	1,980	5	450		0	1
13	22	1,980	4	360		0	
14	16	1,440	6	540		0	
15	12	1,080	3	270		0	
16	17	1,530	5	450		0	
17	18	1,620	3	270	1	90	
18	19	1,710	3	270		0	
19	25	2,250	5	450		0	
20	19	1,710	4	360		0	
21	23	2,070	4	360		0	
22	22	1,980	4	360		0	
23	21	1,890	4	360		0	

TOTAL	396	1,550	105	411	4	16	4
-------	-----	-------	-----	-----	---	----	---

NOTE : Sherman closed at Limeridge Rd. ...no through traffic

TRAFFIC COUNTS
TUESDAY JUNE 23, 1992
8:25 AM TO 8:55 AM (approx)
MOHAWK ROAD AT UPPER SHERMAN

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	PEDESTRIANS CROSSING
1	38	3,420	
2	34	3,060	
3	42	3,780	
4	46	4,140	
5	40	3,600	
6	39	3,510	
7	46	4,140	1
8	46	4,140	1
9	27	2,430	
10	45	4,050	
11	49	4,410	
12	37	3,330	
13	46	4,140	
14 *	42	3,780	
15	33	2,970	
16	36	3,240	
17	38	3,420	
18	39	3,510	
19	35	3,150	
20	43	3,870	1
21	37	3,330	
22	39	3,510	
23	41	3,690	
TOTAL	918	3,592	3

Note: Traffic accident at Mohawk & Upper Sherman

TRAFFIC COUNTS
TUESDAY JUNE 23, 1992
3:30 PM TO 4:00 PM (approx)
UPPER SHERMAN AT MOHAWK ROAD

GREEN LIGHT DURATION : 30 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	URNS L&R TO MOHAWK	URNS L&R RATE/HOUR	ENTER/EXIT MALL	ENTER/EXIT RATE/HOUR	PEDESTRIANS CROSSING
1	19	2,280	5	600	1	120	
2	23	2,760	1	120	3	360	1
3	19	2,280	5	600	3	360	
4	16	1,920	5	600	1	120	2
5	26	3,120	9	1,080	5	600	2
6	14	1,680	7	840	11	1,320	
7	30	3,600	3	360	7	840	4
8	16	1,920	5	600	10	1,200	1
9	32	3,840	5	600	9	1,080	1
10	27	3,240	11	1,320	10	1,200	
11	26	3,120	13	1,560	7	840	
12	27	3,240	9	1,080	7	840	4
13	27	3,240	5	600	8	960	1
14	22	2,640	9	1,080	12	1,440	1
15	34	4,080	8	960	8	960	
16	22	2,640	10	1,200	5	600	1
17	27	3,240	12	1,440	8	960	1
18	31	3,720	10	1,200	8	960	1
19	27	3,240	11	1,320	7	840	
20	26	3,120	14	1,680	13	1,560	4
21	22	2,640	15	1,800	11	1,320	
22	37	4,440	16	1,920	11	1,320	
TOTAL							
	550	3,000	188	1,025	165	900	24

NOTE : Sherman closed at Limeridge Rd. ...no through traffic

TRAFFIC COUNTS
TUESDAY JUNE 23, 1992
3:30 PM TO 4:00 PM (approx)
MOHAWK ROAD AT UPPER SHERMAN

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	PEDESTRIANS CROSSING
1	46	4,140	1
2	50	4,500	
3	58	5,220	
4	44	3,960	1
5	37	3,330	
6	41	3,690	1
7	34	3,060	2
8	58	5,220	1
9	46	4,140	
10	39	3,510	
11	44	3,960	
12	52	4,680	2
13	48	4,320	1
14	35	3,150	
15	50	4,500	
16	40	3,600	
17	51	4,590	
18	49	4,410	
19	38	3,420	
20	50	4,500	
21	48	4,320	
22	52	4,680	
TOTAL	1010	4,132	9

TRAFFIC COUNTS
WEDNESDAY JUNE 24, 1992
8:25 AM TO 8:55 AM (approx)
UPPER SHERMAN AT MOHAWK ROAD

GREEN LIGHT DURATION : 40 SECONDS

LIGHT	TRAFFIC	COUNT	TURNS L&R	TURNS L&R	ENTER/EXIT	ENTER/EXIT	PEDESTRIANS
#	COUNT	RATE/HOUR	TO MOHAWK	RATE/HOUR	MALL	RATE/HOUR	CROSSING
1	14	1,260	6	540		0	
2	16	1,440	5	450		0	
3	19	1,710	7	630	2	180	1
4	13	1,170	7	630		0	
5	17	1,530	2	180		0	
6	18	1,620	11	990		0	
7	20	1,800	5	450		0	1
8	25	2,250	8	720		0	
9	18	1,620	4	360	1	90	2
10	17	1,530	2	180		0	1
11	20	1,800	6	540		0	
12	23	2,070	8	720		0	
13	21	1,890	7	630		0	
14	19	1,710	4	360		0	
15	23	2,070	7	630		0	
16	21	1,890	3	270		0	
17	24	2,160	7	630		0	
18	19	1,710	5	450	1	90	
19	23	2,070	8	720		0	
20	20	1,800	6	540		0	
21	22	1,980	8	720		0	
TOTAL	412	1,766	126	540	4	17	5

NOTE : Sherman closed at Limeridge Rd. ...no through traffic

TRAFFIC COUNTS
WEDNESDAY JUNE 24, 1992
8:25 AM TO 8:55 AM (approx)
MOHAWK ROAD AT UPPER SHERMAN

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	PEDESTRIANS CROSSING
1	40	3,600	
2	36	3,240	
3	44	3,960	
4	47	4,230	
5	33	2,970	
6	41	3,690	
7	42	3,780	1
8	44	3,960	
9	38	3,420	
10	37	3,330	
11	35	3,150	
12	40	3,600	
13	42	3,780	
14	36	3,240	
15	39	3,510	1
16	37	3,330	
17	36	3,240	
18	40	3,600	
19	40	3,600	
20	39	3,510	
21	41	3,690	
TOTAL		827	2

TRAFFIC COUNTS
WEDNESDAY JUNE 24, 1992
3:30 PM TO 4:00 PM (approx)
UPPER SHERMAN AT MOHAWK ROAD

GREEN LIGHT DURATION : 30 SECONDS

LIGHT TRAFFIC #	COUNT	RATE/HOUR	TURNS L&R TO MOHAWK	TURNS L&R RATE/HOUR	ENTER/EXIT MALL	ENTER/EXI RATE/HOUR	PEDESTRIANS CROSSING
1	13	1,560	7	840	3	360	
2	15	1,800	3	360	0	0	
3	22	2,640	12	1,440	7	840	
4	21	2,520	2	240	2	240	5
5	20	2,400	8	960	8	960	2
6	19	2,280	7	840	4	480	
7	18	2,160	14	1,680	2	240	
8	21	2,520	12	1,440	9	1,080	
9	18	2,160	9	1,080	11	1,320	
10	21	2,520	13	1,560	7	840	
11	19	2,280	7	840	5	600	1
12	15	1,800	12	1,440	8	960	
13	18	2,160	11	1,320	6	720	4
14	28	3,360	13	1,560	15	1,800	
15	24	2,880	7	840	9	1,080	
16	21	2,520	9	1,080	7	840	
17	22	2,640	8	960	6	720	1
18	31	3,720	8	960	8	960	
19	27	3,240	11	1,320	9	1,080	
20	26	3,120	13	1,560	4	480	
TOTA	419	2,514	173	1,038	126	756	13

NOTE : Sherman closed at Limeridge Rd. ...no through traffic

TRAFFIC COUNTS
WEDNESDAY JUNE 24, 1992
3:30 PM TO 4:00 PM (approx)
MOHAWK ROAD AT UPPER SHERMAN

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	PEDESTRIANS CROSSING
1	40	3,600	
2	44	3,960	
3	45	4,050	3
4	52	4,680	
5	41	3,690	1
6	44	3,960	
7	41	3,690	1
8	35	3,150	1
9	40	3,600	2
10	38	3,420	
11	39	3,510	
12	46	4,140	
13	45	4,050	
14	44	3,960	
15	52	4,680	
16	53	4,770	
17	51	4,590	
18	40	3,600	
19	34	3,060	
20	40	3,600	
TOTAL	864	3,888	8

TRAFFIC COUNTS
THURSDAY JUNE 18, 1992
8:25 AM TO 8:50 AM (approx)
UPPER SHERMAN AT MOHAWK ROAD

GREEN LIGHT DURATION : 40 SECONDS

LIGHT	TRAFFIC	COUNT	COUNT	TURN	L&R	TURN	L&R	ENTER/EXIT	ENTER/EXIT	PEDESTRIANS
#	COUNT	RATE/HOUR	TO MOHAWK	RATE/HOUR	MALL	RATE/HOUR			CROSSING	
1	15	1,350		4		360		0		
2	13	1,170		7		630		0		
3	11	990		3		270		0		
4	18	1,620		8		720		0		
5	19	1,710		5		450		0		
6	12	1,080		3		270		0		
7	19	1,710		10		900		0		
8	18	1,620		4		360		0	1	
9	23	2,070		6		540	1	90		
10	21	1,890		8		720		0		
11	23	2,070		7		630		0		
12	24	2,160		7		630		0	2	
13	20	1,800		6		540		0		
14	21	1,890		4		360		0		
15	19	1,710		2		180		0		
16	18	1,620		9		810		0		
17	20	1,800		6		540		0		
18	21	1,890		6		540		0		
19	20	1,800		5		450		0	3	
TOTAL	355	1,682		110		521	1	5	6	

NOTE : Sherman closed at Limeridge Rd. ...no through traffic

TRAFFIC COUNTS
THURSDAY JUNE 18, 1992
8:25 AM TO 8:50 AM (approx)
MOHAWK ROAD AT UPPER SHERMAN

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	PEDESTRIANS CROSSING
1	37	3,330	
2	41	3,690	
3	40	3,600	
4	36	3,240	
5	37	3,330	1
6	39	3,510	
7	41	3,690	
8	38	3,420	
9	44	3,960	
10	41	3,690	
11	42	3,780	3
12	37	3,330	
13	40	3,600	
14	41	3,690	1
15	39	3,510	
16	41	3,690	
17	42	3,780	
18	44	3,960	
TOTAL	720	3,600	5

TRAFFIC COUNTS
THURSDAY JUNE 18, 1992
3:30 PM TO 4:00 PM (approx)
UPPER SHERMAN AT MOHAWK ROAD

GREEN LIGHT DURATION : 30 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	TURNS TO MOHAWK	L&R TURNS L&R RATE/HOUR	ENTER/EXIT MALL	ENTER/EXIT RATE/HOUR	PEDESTRIANS CROSSING
1	20	2,400		8 960	6	720	
2	22	2,640		7 840	4	480	1
3	21	2,520		11 1,320	8	960	
4	24	2,880		9 1,080	6	720	
5	22	2,640		8 960	9	1,080	
6	23	2,760		6 720	10	1,200	5
7	19	2,280		5 600	8	960	3
8	27	3,240		9 1,080	12	1,440	2
9	21	2,520		13 1,560	7	840	
10	19	2,280		11 1,320	11	1,320	1
11	28	3,360		13 1,560	14	1,680	1
12	27	3,240		8 960	11	1,320	
13	29	3,480		10 1,200	12	1,440	
14	32	3,840		17 2,040	16	1,920	2
15	30	3,600		13 1,560	19	2,280	3
16	35	4,200		11 1,320	10	1,200	
17	28	3,360		12 1,440	11	1,320	
18	27	3,240		9 1,080	9	1,080	
19	33	3,960		12 1,440	9	1,080	3
20	22	2,640		10 1,200	14	1,680	4
21	29	3,480		14 1,680	12	1,440	
TOTAL		538 3,074		216 1,234	218	1,246	25

NOTE : Sherman closed at Limeridge Rd. ...no through traffic

TRAFFIC COUNTS
THURSDAY JUNE 18, 1992
3:30 PM TO 4:00 PM (approx)
MOHAWK ROAD AT UPPER SHERMAN

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	PEDESTRIANS CROSSING
1	39	3,510	
2	44	3,960	
3	51	4,590	2
4	44	3,960	1
5	48	4,320	1
6	49	4,410	
7	36	3,240	
8	54	4,860	3
9	55	4,950	1
10	41	3,690	
11	44	3,960	
12	48	4,320	
13	47	4,230	1
14	41	3,690	
15	35	3,150	1
16	39	3,510	
17	42	3,780	
18	48	4,320	
19	55	4,950	
20	46	4,140	
21	41	3,690	
22	56	5,040	
TOTAL	1003	4,103	10

TRAFFIC COUNTS
FRIDAY JUNE 19, 1992
8:25 AM TO 8:55 AM (approx)
UPPER SHERMAN AT MOHAWK ROAD

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	TURNS L&R TO MOHAWK	TURNS L&R RATE/HOUR	ENTER/EXIT MALL	ENTER/EXIT RATE/HOUR	PEDESTRIANS CROSSING
1	12	1,080	1	90		0	1
2	16	1,440	5	450		0	2
3	15	1,350	3	270	1	90	
4	18	1,620	7	630		0	
5	7	630	0	0	3	270	1
6	18	1,620	8	720		0	
7	20	1,800	8	720		0	
8	23	2,070	9	810		0	1
9	19	1,710	6	540		0	
10	23	2,070	6	540		0	
11	20	1,800	8	720		0	
12	17	1,530	7	630	1	90	1
13	18	1,620	8	720		0	2
14	22	1,980	8	720	1	90	
15	22	1,980	6	540		0	
16	19	1,710	7	630		0	
17	21	1,890	7	630	1	90	
18	18	1,620	8	720		0	
19	20	1,800	7	630		0	
20	21	1,890	8	720		0	3
TOTAL	369	1,661	127	572	7	32	11

NOTE : Sherman closed at Limeridge Rd. ...no through traffic

TRAFFIC COUNTS
FRIDAY JUNE 19, 1992
8:25 AM TO 8:55 AM (approx)
MOHAWK ROAD AT UPPER SHERMAN

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	PEDESTRIANS CROSSING
1	38	3,420	
2	44	3,960	
3	50	4,500	
4	39	3,510	
5	36	3,240	1
6	41	3,690	
7	35	3,150	
8	36	3,240	
9	42	3,780	
10	39	3,510	
11	40	3,600	
12	33	2,970	
13	47	4,230	
14	42	3,780	
15	40	3,600	
16	41	3,690	
17	37	3,330	
18	39	3,510	
19	41	3,690	
20	41	3,690	
TOTAL		801	3,605
			1

TRAFFIC COUNTS
FRIDAY JUNE 19, 1992
3:30 PM TO 4:00 PM (approx)
UPPER SHERMAN AT MOHAWK ROAD

GREEN LIGHT DURATION : 30 SECONDS

LIGHT TRAFFIC			TURNS		ENTER/EXIT		PEDESTRIANS
#	COUNT	RATE/HOUR	L&R TO MOHAWK	TURN RATE/HOUR	MALL	RATE/HOUR	
1	24	2,880	7	840	11	1,320	3
2	20	2,400	12	1,440	12	1,440	2
3	19	2,280	10	1,200	15	1,800	1
4	29	3,480	12	1,440	20	2,400	
5	26	3,120	13	1,560	11	1,320	1
6	25	3,000	9	1,080	8	960	
7	23	2,760	12	1,440	9	1,080	5
8	28	3,360	11	1,320	5	600	
9	30	3,600	14	1,680	7	840	1
10	29	3,480	18	2,160	12	1,440	7
11	33	3,960	11	1,320	14	1,680	1
12	20	2,400	10	1,200	8	960	
13	28	3,360	8	960	9	1,080	3
14	24	2,880	12	1,440	11	1,320	
15	32	3,840	17	2,040	8	960	4
16	33	3,960	10	1,200	14	1,680	1
17	29	3,480	9	1,080	12	1,440	
18	36	4,320	11	1,320	16	1,920	1
19	36	4,320	15	1,800	11	1,320	2
20	29	3,480	13	1,560	9	1,080	3
21	27	3,240	13	1,560	13	1,560	
22	25	3,000	10	1,200	10	1,200	2
TOTAL			257	1,402	245	1,336	37

NOTE : Sherman closed at Limeridge Rd. ...no through traffic

TRAFFIC COUNTS
FRIDAY JUNE 19, 1992
3:30 PM TO 4:00 PM (approx)
MOHAWK ROAD AT UPPER SHERMAN

GREEN LIGHT DURATION : 40 SECONDS

LIGHT #	TRAFFIC COUNT	COUNT RATE/HOUR	PEDESTRIANS CROSSING
1	37	3,330	1
2	44	3,960	1
3	41	3,690	
4	48	4,320	
5	44	3,960	3
6	48	4,320	1
7	54	4,860	1
8	51	4,590	
9	44	3,960	
10	49	4,410	
11	40	3,600	2
12	36	3,240	
13	51	4,590	
14	55	4,950	
15	42	3,780	1
16	49	4,410	1
17	52	4,680	1
18	37	3,330	
19	39	3,510	
20	43	3,870	
21	44	3,960	
TOTAL		4,063	12

TRAFFIC COUNTS FOR THE WEEK
 THURSDAY JUNE 18,1992 to WEDNESDAY JUNE 24,1992
 8:25 AM TO 9:50 APM (approx)
 UPPER SHERMAN AT MOHAWK ROAD

DAY	# LTS	COUNT	COUNT RATE/H	TURN L&R TO MOHAWK	TURN RATE/H	ENTER/ EXIT MALL	ENTER EXIT RATE/H	PEDESTRIANS CROSSING
MON	18	306	2,040	113	753	3	20	6
TUE	23	396	1,550	105	411	4	16	4
WED	21	412	1,766	126	540	4	17	5
THU	19	355	1,682	110	521	1	5	6
FRI	20	369	1,661	127	572	7	32	11
TOTA	101	1838	1,728	581	562	19	22	32

NOTE : Sherman closed at Limeridge Rd. ...no through traffic

TRAFFIC COUNTS- FOR THE WEEK
 THURSDAY JUNE 18,1992 to WEDNESDAY JUNE 24,1992
 3:30 PM TO 4:00 PM (approx)
 MOHAWK ROAD AT UPPER SHERMAN

DAY	# LIGHTS	TRAFFIC COUNT	COUNT RATE/HOUR	PEDESTRIANS CROSSING
MON	16	782	4,399	3
TUE	22	1010	4,132	9
WED	20	864	3,888	8
THU	22	1003	4,103	10
FRI	21	948	4,063	12
 TOTAL	 101	 4607	 4,111	 42

'Too fast, too heavy

Parents concerned safety issues are unresolved at Regina Mundi

By Christine Hahn
Staff Writer

Parents and staff said they're frustrated little's been done to solve the safety problems at Regina Mundi school.

Parents are concerned about the volume and speed of traffic near the Mohawk Road West school, which they say compromises the safety of staff and students.

A public meeting was held in January but a solution to the safety problem has yet to be found.

But parents like Nancy Van Rooyen say the long-term issue goes unresolved, the greater the chance a child or staff member will be seriously hurt on the way to school.

"It's like they're hoping everybody will forget about this. But I'm really worried about this. We haven't heard anything about what's being done to solve this problem," said Ms. Van Rooyen.

Solve

The school, which has 335

students from junior kindergarten to Grade 8, is located at Upper Paradise and Mohawk roads.

In the mornings and afternoons, crossing guards are stationed at Mohawk and Upper Paradise and Mohawk and Rice Avenue.

But school crossing guard Debbie Green said even with her presence, the safety of students is still compromised because of the high volume of traffic and drivers' ignorance about the rules of the road.

"The number of cars that make a left turn on to Upper Paradise when I'm still crossing the intersection is amazing. One week I counted 18 cars that did that. It's incredible," said Ms. Green.

Ms. Van Rooyen said many drivers do not realize a school is in the area until they reach it, adding it's difficult for police to catch speeders because Mohawk Road narrows near the school.

She said the city does not believe there's a speeding

See PARENTS/ page 2

Parents want solution found to Regina Mundi safety problem

Continued from Page 1
problem in the area, despite many staff, while walking and driving, having close calls.

"A lot of the traffic congestion happens during rush hour, in the mornings, afternoons and at night. These are the times when kids are going and coming out of school," she said.

But Ward 8 Alderman Don Ross said the city and Hamilton-Wentworth Separate School board are working together to solve the problem.

The possible solutions considered were a flashing light at the corner of Upper Paradise and Mohawk Road, a left turn lane on the westbound portion of Mohawk Road, going into the school parking lot and creating a new access off Upper Paradise Road.

Mr. Ross said the board is currently negotiating with the Diocese of Hamilton to use some of the green space near Regina Mundi church to build an access to the school off Upper Paradise Road.

The experience left her shaken.

"I cross there four times a day. You just can't step off that curb without being very careful. Each time I cross, I think, am I going to get it today," she said.

Brian Malone, the city's traffic operations engineer, said the proposed solution of creating a left turn lane was dismissed because Mohawk Road is too narrow in that area.

Mr. Malone added after studying traffic patterns in the area, his department concluded speeding was not a problem.

But Regina Mundi principal Jackie Bajus said the traffic still poses a danger to students, adding she hopes a solution is soon found.

"It's been a long history and I wish it would get resolved, for the sake of our students but nobody seems to be able to come up with a good enough way to handle it."

Approached

As a car approached the intersection of Mohawk and Upper Paradise, Ms. Simpson

Ms. Simpson, who's worked at Regina Mundi for more than 20 years, had a close call a few months ago, when she fell while crossing Mohawk Road.

CRIMINAL OFFENSES BY GEOGRAPHIC CODE

(FROM POLICE RECORDS)

FOR THE PERIOD - JAN 1 to DEC 31 1991

OFFENSE	THORNER	BURKHOLME	TOTAL
	(CODE 7203)	(CODE 7206)	BOTH AREAS
ASSAULTS	33	30	63
BREAK & ENTER -APARTMENT	2		2
-HOUSE	16	23	39
-OTHER	29	25	54
-TOTAL	47	48	95
DRUGS	1	2	3
HOUSEBREAK (USING TOOLS)	2	1	3
INDECENT EXPOSURE	4	3	7
LIQUOR OFFENSES	10	6	16
MISCHIEF (AUTO & PROPERTY)	131	66	197
PURSE SNATCHING	4		4
ROBBERY -GARAGE		1	1
-OTHER	2		2
-TOTAL	2	1	3
SEXUAL OFFENSES	2	2	4
SHOPLIFTING	410	47	457
THEFT - FROM APARTMENT	8	4	12
- OF BICYCLES	20	11	31
- FROM DWELLING	17	20	37
- OF MOTOR VEHICLE	46	14	60
- FROM PERSON	34	8	42
- FROM MOTOR VEHICLE	125	49	174
- TOTAL	250	106	356
IMPAIRED & HAZARDOUS DRIVING	36	10	46
WEAPONS CHARGES	8		8
GRAND TOTAL	940	322	1262

NOTES:

THORNER (CODE 7203) - Area between Limeridge and Mohawk and Upper Wentworth and Upper Sherman

BURKHOLME (CODE 7206) - Area between Mohawk and Fennell and Upper Wentworth and Upper Sherman

**BOARD OF EDUCATION FOR THE CITY OF HAMILTON
EXPENSE COMPARISONS - 1987 to 1992 ***

EXPENSES

Expense Item	1987 Actual		1988 Actual		1989 Actual		1990 Actual		1991 Actual		1992 Budget **		1992 vs 1987 Increase/(Decrease)		1992 Budget Incr/ (Decr)	
	\$000	% of TOTAL	\$000	% of TOTAL	\$000	% of TOTAL	\$000	% of TOTAL	\$000	% of TOTAL	\$000	% of TOTAL	\$000	% of TOTAL	\$000	% of 1991
Salaries, Wages & Benefits	145,842	79.9	159,074	78.0	175,347	77.3	196,095	78.0	211,210	79.3	229,615	82.9	83,973	88.2		57.7
Travel, Training, Bursaries	673	0.4	881	0.4	1,090	0.5	1,060	0.4	967	0.4	887	0.3	214	0.2		31.8
Books & Supplies	11,875	6.5	14,721	7.2	15,450	6.8	15,118	6.0	15,149	5.7	12,922	4.7	1,047	1.1		8.8
Energy Costs	4,265	2.3	4,271	2.1	4,422	2.0	4,442	1.8	4,810	1.8	5,212	1.9	947	1.0		22.2
Replace/New Equipment	2,345	1.3	3,570	1.8	3,605	1.6	2,955	1.2	3,634	1.4	1,797	0.6	(548)	(0.6)		(23.4)
Debt Charges	2,295	1.3	1,568	0.8	1,163	0.5	1,253	0.5	936	0.4	2,333	0.8	38	0.0		1.7
Capital from Current, Repairs & Permanent Impr.	4,142	2.3	5,140	2.5	10,699	4.7	14,700	5.8	11,228	4.2	7,671	2.8	3,529	3.7		85.2
Rentals, Fees & Services ***	4,880	2.7	5,916	2.9	7,251	3.2	8,161	3.2	8,990	3.4	9,255	3.3	4,375	4.6		89.7
Tuition Fees	1,574	0.9	1,810	0.9	2,436	1.1	2,842	1.1	3,803	1.4	3,998	1.4	2,424	2.5		154.0
Charge Back of Taxes	1,244	0.7	1,494	0.7	1,279	0.6	1,956	0.8	1,622	0.6	2,350	0.8	1,106	1.2		88.9
Prov. For Reserves & Other	3,175	1.7	5,465	2.7	3,913	1.7	3,087	1.2	3,836	1.4	1,352	0.5	(1,823)	(1.9)		(57.4)
TOTAL BUDGET	182,110	100.0	203,910	100.0	226,855	100.0	251,669	100.0	266,197	100.0	277,392	100.0	95,282	100.0		52.3

NOTES:
 * Figures based on Board of Education -INTERIM FINANCIAL STATUS REPORTS
 ** All figures are actual except 1992 which is budget
 *** Actual figures for busing not available at this time

BOARD OF EDUCATION FOR THE CITY OF HAMILTON
REVENUE COMPARISONS - 1987 to 1992 *
REVENUES

REVENUES															1992 vs 1987	1992 BDGT
REVENUE ITEM	1987 ACTUAL		1988 ACTUAL		1989 ACTUAL		1990 ACTUAL		1991 ACTUAL		1992 BUDGET **		INCREASE/ (DECREASE)		INCR/ (DECR)	
	\$000	% of TOTAL	\$000	% of TOTAL	\$000	% of TOTAL	\$000	% of TOTAL	\$000	% of TOTAL	\$000	% of TOTAL	\$000	% of TOTAL		
LEVY FOR MILL RATE	105,747	57.5	115,543	56.2	128,453	58.9	152,382	59.7	153,988	56.8	159,289	57.5	53,542	57.4	50.8	
REFUND OF TAXES		0.0	545	0.3		0.0		0.0		0.0		0.0		0.0	0.0	
SUPP. TAXES, T.&T., P.I.L., SURPLUS, TRANSFERS	7,978	4.3	9,018	4.4	10,980	4.9	6,272	2.5	12,348	4.5	13,703	4.9	5,725	6.1	71.8	
PROVINCIAL - GRANTS	59,024	32.1	64,553	31.4	67,205	29.8	76,446	30.0	83,438	30.7	83,625	30.1	24,601	26.4	41.7	
- OTHER	352	0.2	328	0.1	741	0.4	915	0.4	1027	0.4	1029	0.4	677	0.7	192.3	
- TOTAL	59,376	32.3	64,881	31.5	67,946	30.2	77,361	30.4	84,465	31.1	84,654	30.5	25,278	27.1	42.6	
TUITION FEES	6,316	3.4	10,516	5.1	13,242	5.9	14,772	5.8	15,867	5.8	16,106	5.8	9,790	10.5	155.0	
OTHER REVENUE	4,656	2.5	5,187	2.5	4,668	2.1	3,997	1.6	4,987	1.8	3,640	1.3	(1,016)	(1.1)	(21.8)	
TOTAL REVENUE	184,073	100.0	205,690	100.0	225,289	100.0	254,784	100.0	271,655	100.0	277,392	100.0	93,319	100.0	50.7	

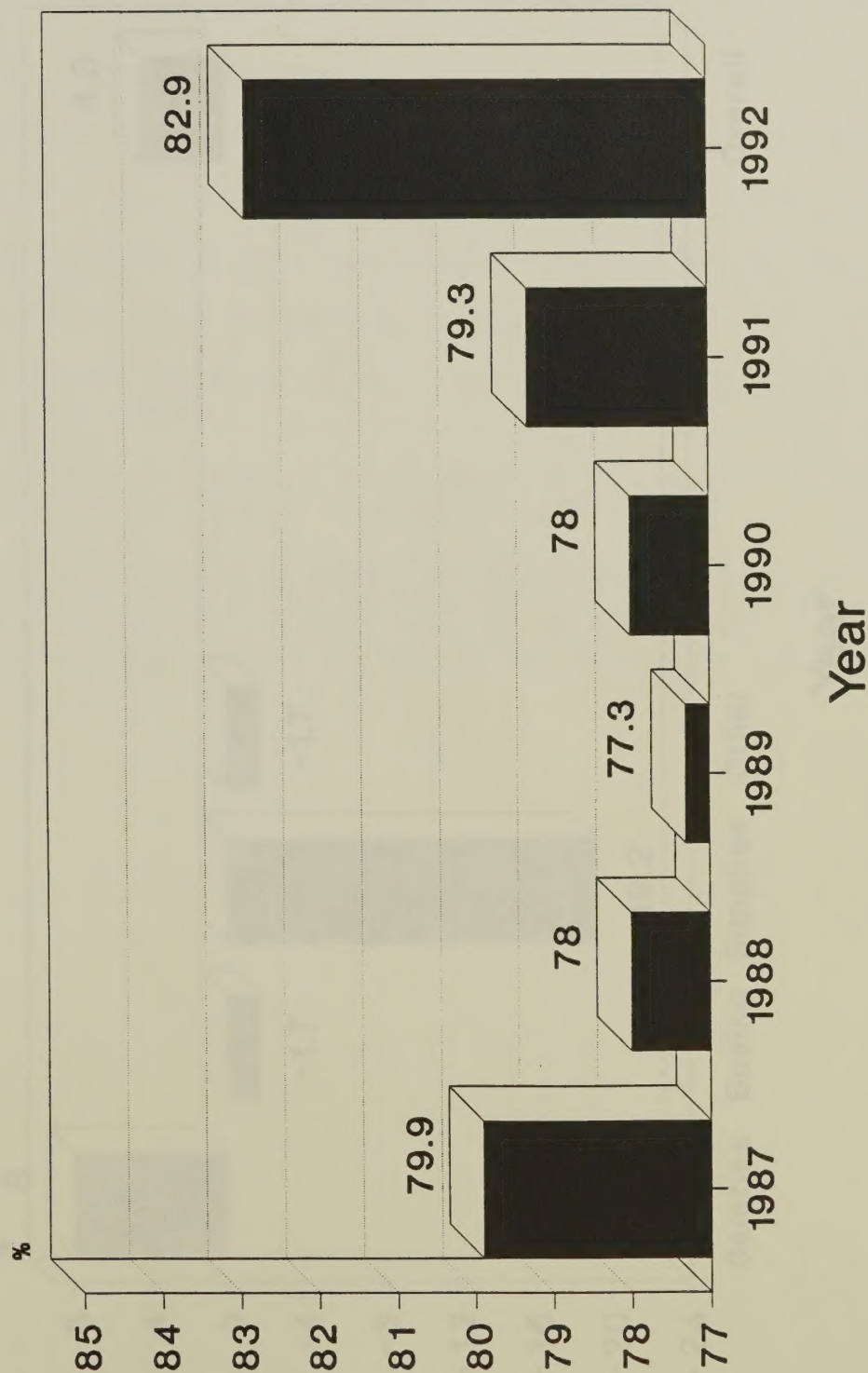
NOTES: * Figures based on Board of Education -INTERIM FINANCIAL STATUS REPORTS

** All figures are actual except 1992 which is budget

*** Actual figures for busing not available at this time

BOARD OF EDUCATION

Salaries, Wages, Benefits as % of Total



All years actual except 1992

NOTACIUNAS DO PROJETO

Letor 10 % de atenuação, segundo, se for necessário

1997

1998

1999

2000

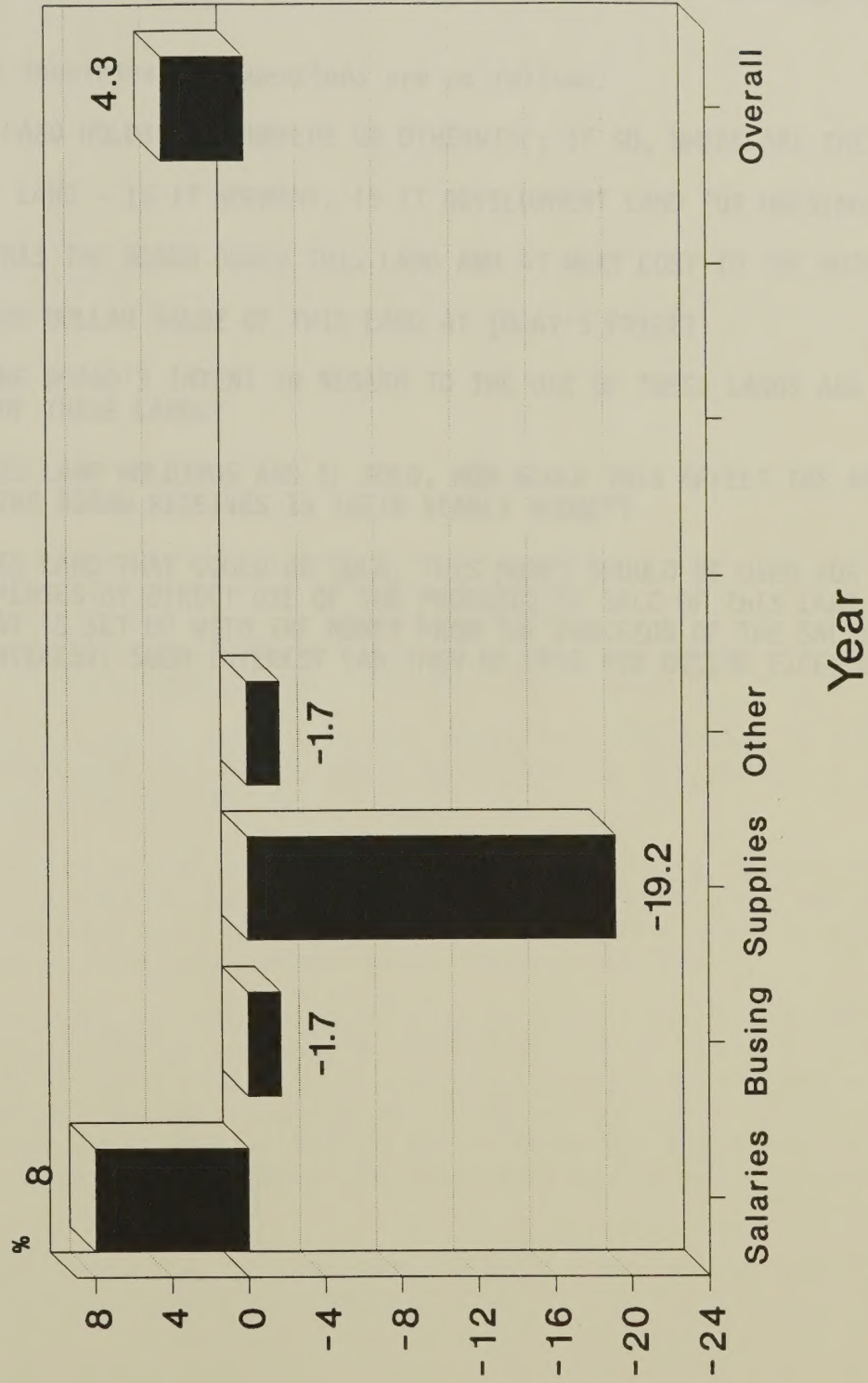
2001

2002

2003

BOARD OF EDUCATION

1992 budget incr/(decr) %



all % changes calculated on 1991 Budget

MOITACUOZ 70 QPAOB

% (tceab) \tioni teybud seet

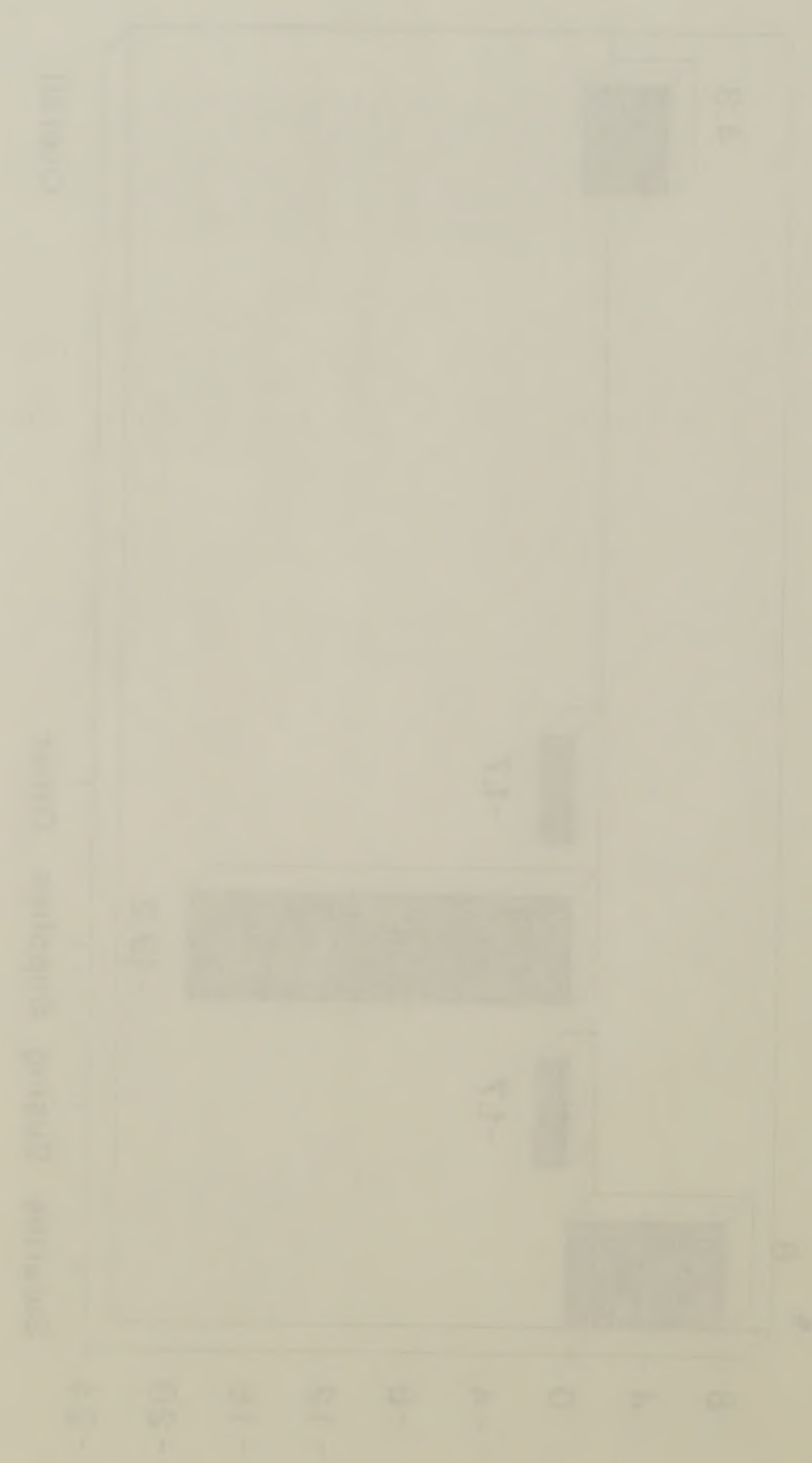


Figure 1. Ion composition of the sample

100%

H. 37 SURPLUS LAND HOLDINGS OF THE BOARD OF EDUCATION

In the past, the Board of Education has had surplus land holdings that they have sold.

Our direct inquiries and questions are as follows:

- (1) IS THERE LAND HOLDINGS, SURPLUS OR OTHERWISE; IF SO, WHERE ARE THEY?
- (2) STATUS OF LAND - IS IT DORMANT, IS IT DEVELOPMENT LAND FOR HOUSING, ETC.?
- (3) HOW LONG HAS THE BOARD OWNED THIS LAND AND AT WHAT COST TO THE BOARD?
- (4) WHAT IS THE DOLLAR VALUE OF THIS LAND AT TODAY'S PRICE?
- (5) WHAT IS THE BOARD'S INTENT IN REGARD TO THE USE OF THESE LANDS AND THE DISPOSAL OF THESE LANDS?
- (6) IF THERE IS LAND HOLDINGS AND IF SOLD, HOW WOULD THIS AFFECT THE AMOUNT OF MONEY THE BOARD RECEIVES IN THEIR YEARLY BUDGET?
- (7) IF THERE IS LAND THAT COULD BE SOLD, THIS MONEY SHOULD BE USED FOR BUSING EXPENSES BY DIRECT USE OF THE PROCEEDS OF SALE OF THIS LAND OR BY A FUND THAT IS SET UP WITH THE MONEY FROM THE PROCEEDS OF THE SALES TO COLLECT INTEREST; SUCH INTEREST CAN THEN BE USED FOR BUSING EXPENSES?

of the fact, the board of directors has been advised that the
have said:

The board of directors has been advised that the

(1) In these cases, the board of directors, it is, where the

(2) The board of directors, it is, where the

(3) The board of directors, it is, where the

(4) The board of directors, it is, where the

(5) The board of directors, it is, where the

THE BOARD OF DIRECTORS

(6) The board of directors, it is, where the

THE BOARD OF DIRECTORS

(7) The board of directors, it is, where the

THE BOARD OF DIRECTORS

THE BOARD OF DIRECTORS

THE BOARD OF DIRECTORS

24 June 1992

The Board of Trustees
Hamilton Board of Education
71 Main Street West
Hamilton, Ontario

Dear Trustees,

RE: Elimination of Transportation
Prince Philip Elementary School

As the parents were notified by letter dated June 9, 1992, over half the students currently being bused to Prince Philip School will lose their transportation effective September 1, 1992 as they live within 1.6 kilometres of the school. The elimination of this service will be detrimental to the learning ability of these children and possibly endanger their lives.

Although there is a proposed reduction in the Board of Education's budget due to this elimination of service, there will still be a need for a bus to transport students to Prince Philip.

Dependent on the actual number of children still living outside the 1.6 kilometre radius, a smaller bus may be used and a bus supervisor may not be needed. This saving may appear beneficial when looking at figures in a budget report but we must consider the safety of our children as well.

Most of these children live in the area north of Main Street West and would have attended Binkley School (on Sanders Boulevard) had it not been closed in 1979. At the time of it's closing, it is our understanding that transportation was to be provided due to the hazardous conditions of walking to Prince Philip School. The re-opening of Binkley School is scheduled for September, 1994 but we must consider the appropriate action for the coming school year, not two years hence.

The attached information outlines our reasons for the need to continue the transportation service provided this year.

Sincerely,

Donna M. Higson



1. The intersections which appear safest for these children to cross Main Street West are at Leland Avenue and Rifle Range Road because the traffic is regulated by traffic lights. However, both of these streets include areas that are zoned commercial. The heavy traffic on both of these streets, including transport trucks on Rifle Range Road in particular, poses a real threat to young students. The service station located at the corner of Main Street West and Rifle Range Road increases the dangers at that intersection due to a constant flow of vehicles entering and exiting from both Main Street and Rifle Range Road, especially during the morning rush hour.
2. The main streets leading to the school, i.e. Leland, Rifle Range and Whitney, all have extensive areas without residences that result in no protection for the children should an emergency arise. Block Parent application forms were sent out through the school system but this program can not be implemented in areas without housing.
3. The streets mentioned above are not cleared of snow or ice during the winter. Therefore, walking would be dangerous for the students having to use these "main" routes to the school.
4. With proposed construction on both Rifle Range Road and Whitney Avenue, the flow of traffic can only be expected to increase.
5. One can only anticipate an increase in the number of students reporting to school late due to the increased distance they will have to walk. An increase in absenteeism may also result from this change.
6. A loss of tax revenue may be experienced by the Hamilton Board of Education if families decide to move their children into the Separate School Board's system due to a lack of transportation.
7. Although the distance may be less than 1.6 kilometres for these students to walk to school, it is difficult to believe that a kindergarten, or even a grade 5, student will be able to learn as well after completing the walk to school and having to repeat it again after a full day in school. Just walking to school may be a cause of stress or anxiety for these students.

Prince Philip School

June 24, 1992
page 3 of 3

8. Statistics regarding vehicular accidents involving pedestrians as provided by the Traffic Department, City of Hamilton for the period 1985 to June 1, 1992 on Main Street West, west of Haddon Avenue:

23 accidents involving pedestrians

15 of which involved pedestrians trying to cross Main Street West, 5 of whom were children (under the age of 16)

5 were cyclists.

As categorized by the Hamilton-Wentworth Regional Police Department:

20 resulted in minor or minimal injury

2 resulted in major injury

1 resulted in a fatality (in 1990).



1891

1891

The above is a list of the names of the persons who have been
admitted to the office of the Secretary of the Board of
Education since the last meeting of the Board.

The following is a list of the names of the persons who have been
admitted to the office of the Secretary of the Board of
Education since the last meeting of the Board.

The following is a list of the names of the persons who have been
admitted to the office of the Secretary of the Board of
Education since the last meeting of the Board.

The following is a list of the names of the persons who have been
admitted to the office of the Secretary of the Board of
Education since the last meeting of the Board.

The following is a list of the names of the persons who have been
admitted to the office of the Secretary of the Board of
Education since the last meeting of the Board.

The following is a list of the names of the persons who have been
admitted to the office of the Secretary of the Board of
Education since the last meeting of the Board.



(6)

Randall Parents Group

June 24, 1992

BUSING: LAWFIELD MIDDLE SCHOOL

We are parents of young children who are or will soon be attending Lawfield Middle School this fall. The recent decision by your Board to discontinue busing from our neighbourhood has caused us grave concern for the safety of our children while travelling to and from school.

It appears that the Board, while deserving commendation for budgetary restraint, is insensitive to the environmental dangers created for young people who must travel outside their natural communities to attend school.

The distance travelled, dangerous traffic pattern on Upper Gage, molestation potential crossing the expressway field and the upcoming freeway construction has created unreasonable risk to the children and is the subject of great fear for our parents. This problem is compounded during inclement weather conditions.

The Board should eliminate the Middle School System and provide continuous education from grades 1-8 in the neighbourhood school. Presuming that such a radical adjustment is unlikely, the Board is asked to restore busing in our Community for those children attending the Lawfield Middle School.

Washburn School

June 22, 1951

Washburn School

The purpose of this letter is to inform you of the results of the recent examination of the Washburn School. The examination was conducted by the State Board of Education and the results are as follows:

It appears that the Washburn School is in good standing. The examination was conducted by the State Board of Education and the results are as follows:

The Washburn School is in good standing. The examination was conducted by the State Board of Education and the results are as follows:

The Washburn School is in good standing. The examination was conducted by the State Board of Education and the results are as follows:



**CITY COUNCIL
HAMILTON, CANADA**

Alderman Henry Merling
Chairman - Transport & Environment Committee

71 MAIN STREET WEST L8N 3T4 • (416) 546-2730 • RES. (416) 389-5903 - WARD 7

24 June 1992

Board of Education for the
City of Hamilton
100 Main Street West
P. O. Box 558
Hamilton, Ontario
L8N 3L1

Attention: Mr. Keith A. Reilly, B.A., B.Ed., M.Sc. (Ed.)
Director of Education and Secretary of the Board

Dear Mr. Reilly:

RE: DISCONTINUANCE OF SCHOOL BUS SERVICE

At its meeting held 1992 June 22, the Transport and Environment Committee of the City of Hamilton discussed the decision by the Board of Education for the City of Hamilton to discontinue school bus service to many area school children.

The Committee expressed concern with the Board's position and wishes to advise the Board that it regards the safety of Hamilton's school children as the most important factor of this issue.

The Committee on that basis and on behalf of the Hamilton Safety Council and City residents, urges the Board of Education for the City of Hamilton to reconsider its position on this issue and have this service reinstated.

Sincerely,

Henry Merling
Chairman
Transport and Environment Committee

HM:lm



City of London
 Corporation
 City of London
 Corporation
 City of London
 Corporation

City of London
 Corporation

City of London
 Corporation
 City of London
 Corporation
 City of London
 Corporation

City of London
 Corporation
 City of London
 Corporation

City of London
 Corporation

City of London
 Corporation

City of London
 Corporation
 City of London
 Corporation

City of London
 Corporation
 City of London
 Corporation

City of London
 Corporation
 City of London
 Corporation

City of London
 Corporation

City of London
 Corporation
 City of London
 Corporation

City of London
 Corporation

City of London
 Corporation

June 15, 1992

Mr. Keith Reilly
Director of Education
Board of Education
100 Main St. W.
Hamilton, Ontario L8N 3L1

Dear Sir:

Re: Revised Mileage Policy for Bus Transportation

I am concerned parent of two ten-year old children who will be attending Glen Brae middle school in September. I live 1.6 km. from Glen Brae and under the new guidelines no longer qualify for bus transportation.

I am deeply concerned for their safety for the following reasons:

1. To get to Glen Brae from my survey you must first cross with a crossing guard at King and Greenhill which is a very busy intersection. From there they must walk along King Street to Nash Road and cross at that intersection. There is NO crossing guard and it is also a very busy intersection. In fact three years ago I saw a child on a bike hit by a speeding vehicle there. The children must then walk down Nash Road and then into the survey surrounding the three schools: Glen Echo, Glendale Secondary and Glen Brae being at the farthest point from King Street.

2. There are several large empty fields on this trek to Glen Brae which the children must pass by. In view of the current problems with society it is not unreasonable for parents to be concerned with the possibility of abduction. This is NOT an over-reaction but merely reality. My husband, a police sergeant, agrees that this is a valid concern.

.../2

Page 2

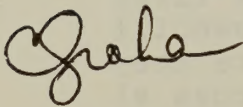
3. I realize that like all other businesses and organizations operating today, the Board must look at all costs to determine where they may eliminate excesses from their budget. However, I believe that the education, safety and welfare of the children should and must come first. I believe that the revision for busing was a mistake on the part of the Board.

If the Board should decide that they cannot reinstate the former mileage policies, then I must ask that they make arrangements to have a crossing guard working at the corner of King and Nash Road in September.

My husband and I will be in attendance at this meeting on June 29th in hopes that the trustees of the Board will reconsider this matter and reinstate the former mileage policies ensuring the safety of our children.

Thanking you in advance for your co-operation and consideration.

Yours very truly,



(Mrs.) Colleen Graham
7 National Drive
Hamilton, Ontario L8G 5C3

Work: 544-3761 Ext. 6140
Home: 578-7793

17-66 Summercrest Dr.
Hamilton Ont. L8K6M6
Sun. June 21, 1992.

Mayor:
Hamilton Board of Education,
Trustees, Principals,
Transportation Dept.,
Superintendent of Education.

Re: School Buses

My family lives 2.7 km
away from the school which
my daughter will be attending in
September 1992 - Elizabeth Bagshaw.

Nancy is 10 years old and
under no circumstances will she
walk to and from school every
day. Even to take the H.S.R.
would require 3 buses - Delaware,
Bayfront and Parkdale to transport
her from home to Bagshaw. This is
totally unacceptable. Her safety
is a number one priority with
us.

It is ridiculous to eliminate
bus service for students who
live a distance away from school.
A mini-bus in lieu of a full size
school bus may be an alternate
solution for accomodating those
students who really require the
transportation.

Your budget cuts should be made
in other areas where children's safety
is not jeopardized!

Fred & May Barrett

pp. 1-6
1911, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

The first part of the book is devoted to a general history of the world, from the beginning of time to the present day. It covers the physical and moral progress of the human race, and the various stages of civilization. The second part is a detailed account of the history of the United States, from the discovery of the continent to the present day. It describes the various events, wars, and revolutions that have shaped the nation. The third part is a collection of essays on various subjects, including politics, economics, and literature. The fourth part is a bibliography of the works of the author, and the fifth part is an index of the names and subjects mentioned in the book.

TRANSPORTATION INFORMATION

FOR

SPECIAL OMC

JUNE 29, 1992

<u>Statistics (1991/92 school year)</u>		<u>Students</u>
Bus route:	47	2176
Mini Bus	3	44
Vans	66	397
Taxis	160	797
	276	3414
* 3,414 students represent 13% of the elementary school enrolment of 26,180		
<u>Policy Change</u> (<u>2.4km for middle school</u>) In compliance with the policy, all stops under 1.6km and 2.4km were removed from the bus route. This presented a 69% change to the 47 routes. After discussion with the superintendents, principals and checking crossing guard locations, some stops were reinstated changing the 69% to 49%.		

<u>Savings</u>	
5 buses @ \$28,000 (Chedoke, Glen Brae, Westview)	= \$140,000
1 bus to mini bus @ \$4,300 (Prince Philip)	= 4,300
1 bus to 8 students receiving bus tickets (Elizabeth Bagshaw)	= 26,200
90 Students S.L.D. & Gifted from van/taxi to public transit	= 229,800
25 van/taxi students not meeting distance factors(1.6km or 2.4km)	= 69,300
150 students not meeting distance factor for public transit tickets	= 33,300
	<u><u>\$502,900</u></u>

Process for Implementation of Policy September to December 1991

- * Transportation Department identified all stops under 1.6km or 2.4km
- *..lengthy undertaking 47 routes and each stop was measured on city map
- *..questionable areas were measured by driving the route to the school

January 9, 1992

- *..list of all stops to be removed was issued to the area superintendent responsible
- *..implications were attached
- * ..time frame
- *..communication with trustees, principals, parents
- *..safety factor considerations
- *..need for crossing guards

January 28, 1992

- *..met with Area 2 Superintendent and principals to discuss removed stops - after discussion, some stops were replaced for safety

February 24, 1992

- *..memo from Area 1 Superintendent indicating support for changes as indicated

February 25, 1992

- *..Transportation Committee meeting - distance changes and implications discussed

March 2, 1992

- *..PROFS from Area 3 Superintendent - everything is fine with him

April 22, 1992

- *..I prepared a draft letter for Associate Director to be used by principals when informing parents

April 28, 1992

- *..letter issued by Associate Director to Area Superintendents for use by principals when informing parents

April 30, 1992

- *..telephoned Area 1 Area 3 schools to confirm they had the information because I had not heard from any parents in the area
- *..provided schools with removed stops

May 5, 1992

- *..met with Area 4 principals to discuss stops and as a result some stops were replaced for safety reasons
- *..some principals in this area had already conveyed the information to parents through the school newsletter or by letter

May 25, 1992

- *..Transportation Committee meeting
 - it was evident at this meeting that policy change information was in the hands of parents

1971-1972 School Year

"The first step was to get the school board to agree to the plan."

"The next step was to get the school board to agree to the plan."

1971-1972

"The next step was to get the school board to agree to the plan."

The next step was to get the school board to agree to the plan.

1971-1972

"The next step was to get the school board to agree to the plan."

"The next step was to get the school board to agree to the plan."

"The next step was to get the school board to agree to the plan."

The next step was to get the school board to agree to the plan.

The next step was to get the school board to agree to the plan.

1971-1972

"The next step was to get the school board to agree to the plan."

"The next step was to get the school board to agree to the plan."

1971-1972

The next step was to get the school board to agree to the plan.

"The next step was to get the school board to agree to the plan."

"The next step was to get the school board to agree to the plan."

The next step was to get the school board to agree to the plan.

1971-1972

1971-1972

The next step was to get the school board to agree to the plan.

"The next step was to get the school board to agree to the plan."

"The next step was to get the school board to agree to the plan."

The next step was to get the school board to agree to the plan.

1971-1972

1971-1972

"The next step was to get the school board to agree to the plan."

The next step was to get the school board to agree to the plan.

"The next step was to get the school board to agree to the plan."

The next step was to get the school board to agree to the plan.

1971-1972

"The next step was to get the school board to agree to the plan."



ACCO®

ACCOPRESS

YELLOW	25070	JAUNE
BLACK	25071	NOIR
BLUE	25072	BLEU
R. BLUE	25073	BLEU R.
GREY	25074	GRIS
GREEN	25075	VERT
TANGERINE	25077	TANGERINE
RED	25078	ROUGE
X. RED	25079	ROUGE X.

ACCO CANADA INC.
WILLOWDALE, ONTARIO

HAMILTON PUBLIC LIBRARY



3 2022 21336386 0